

## 1. Course Title Change

Course Number	Former Title	New Title
CJA-120	Judicial Process	Introduction to Courts
CJA-170	Introduction to Field Work in Criminal Justice	Careers in Criminal Justice
HOR-122	Greenhouse Crops-Potted Plants	Greenhouse I
HOR-142	Greenhouse Crops/Bedding Plants	Greenhouse II

## 2. Course Hours Change

Course Number	Title	Change
BT-160	Word I	22 LECT, 33 LAB
BT-161	Word II	22 LECT, 33 LAB
HOR-111	Horticulture Practicum/Fall	44 LE/LA
HOR-143	Horticulture Practicum/Spring	44 LE/LA
MA-110	Medical Terminology	44 LECT; 4 Credits
MA-145	Insurance & Health Information Management	55 LECT; 5 Credits
MUP-141	College Orchestra	22 LE/LA; 1 Credit
MUP-241	College Orchestra	22 LE/LA; 1 Credit

## 3. Course Number Change

Course Number	Title	New Course Number

## 4. Outlines Reviewed for Approval

Course Number	Title	Implementation
APR-107PB	Plumbing ADA	2019/WI
APR-116UM	Network Data Operations (NDO) Overview	2019/WI
APR-117PB	Plumbing Basic Trade & Code	2019/WI
APR-117UW	Safety Coordinator Overview	2019/WI
APR-118UL	Transformer Connections I	2019/WI
APR-119UW	Batterymen Overview	2019/WI
APR-121UL	Outside Electrical Fundamental Theory I	2019/WI
APR-125UW	Wireman Hotstick Training	2019/WI
APR-126UL	Troubleman Training	2019/WI
APR-127PB	Plumbing Fittings & Materials	2019/WI
APR-131UE	Electric Utility System Operation (EUSO)	2019/WI
APR-133UE	Estimator Facility Point Inspection	2019/WI
APR-135UE	Estimator Metering	2019/WI
APR-136UE	Estimator Transformer Training	2019/WI
APR-137PB	Plumbing Basic Installation & ISO	2019/WI
APR-137UE	Estimator Field Functions	2019/WI
APR-157PB	Plumbing Pipe Sizing & Advanced Math	2019/WI
APR-167PB	Plumbing Welding and Print Reading	2019/WI
APR-233UE	Line Estimator Responsibility III: Field	2019/WI
BA-104	Business Math	2019/WI
BA-120	Project Management Fundamentals	2019/WI
BA-122	Teamwork	2019/WI

BA-123	Leadership & Motivation	2019/WI
BA-124	Negotiation	2019/WI
BA-125	Advanced Project Management Tools	2019/WI
BA-126	Project Management: Workshop	2019/WI
BA-268	Applied Project Demonstration	2019/WI
BT-160	Word I	2019/WI
BT-161	Word II	2019/WI
BT-177	Microsoft Project	2019/WI
CJA-101	Criminology	2019/WI
CJA-120	Introduction to Courts	2019/WI
CJA-130	Introduction to Corrections	2019/WI
CJA-134	Correctional Institutions	2019/WI
CJA-170	Careers in Criminal Justice	2019/WI
CJA-214	Intimate Partner Violence	2019/WI
CJA-215	Sexual Abuse and Human Trafficking	2019/WI
COMM-100	Basic Speech Communication	2019/WI
ED-130	Comprehensive Classroom Management	2019/WI
EM-143	Post Earthquake Safety Evaluation	2019/WI
EM-152	Refresher/Radiological Monitors	2019/WI
EM-153	Refresher for Radiological Response Teams	2019/WI
EM-156	Animals in Disaster: Awareness &	2019/WI
EM-157	Animals in Disaster: Community Planning	2019/WI
EM-158	Incident Command System	2019/WI
EM-162	Emergency Management Professionals	2019/WI
EM-166	COBRA/Weapons of Mass Destruction Incident	2019/WI
EM-169	Domestic Terrorism Preparedness	2019/WI
EM-170	Special Events Contingency Planning	2019/WI
EM-173	Introduction to Public Assistance Process	2019/WI
EM-174	Disaster-Related Needs of Seniors & Persons	2019/WI
EM-180	Disaster Response Planning for Seniors	2019/WI
EM-186	Interagency Hazard Mitigation	2019/WI
EM-189	Disaster Basics	2019/WI
EM-193	Property Acquisition for Local Communities	2019/WI
ENGR-111	Introduction to Engineering	2019/WI
ENGR-112	Engineering Programming	2019/WI
ENGR-115	Engineering Graphics	2019/WI
ENGR-211	Statics	2019/WI
ENGR-212	Dynamics	2019/WI
ENGR-213	Strength of Materials	2019/WI
ENGR-221	Electrical Circuit Analysis I	2019/WI
ENGR-221L	Electrical Circuit Analysis I Lab	2019/WI
ENGR-271	Digital Systems	2019/WI
ESR-172	Environmental Science	2019/WI
HOR-111	Horticulture Practicum/Fall	2019/WI
HOR-122	Greenhouse I	2019/WI
HOR-125	Food Production in the Willamette Valley	2019/WI
HOR-133	Horticulture Practicum/Winter	2019/WI
HOR-142	Greenhouse II	2019/WI
HOR-143	Horticulture Practicum/Spring	2019/WI
HOR-222	Horticultural Computer Applications	2019/WI
HOR-225	Arboriculture I	2019/WI

HOR-260	Arboriculture II	2019/WI
HS-104	Using Diagnostic Criteria in Addiction	2019/WI
HS-216	Group Counseling Skills	2019/WI
LIB-101	Introduction to Library Research	2019/WI
MA-110	Medical Terminology	2019/SU
MA-145	Insurance & Health Information Management	2019/SU
MTH-080	Technical Mathematics II	2019/WI
MUP-122	Chamber Choir	2019/WI
MUP-141	College Orchestra	2019/WI
MUP-171	Individual Lessons: Piano	2019/WI
MUP-171J	Individual Lessons: Jazz Piano	2019/WI
MUP-171R	Individual Lessons: Rock, Blues, Pop Piano	2019/WI
MUP-174	Individual Lessons: Voice	2019/WI
MUP-174J	Individual Lessons: Jazz Voice	2019/WI
MUP-178J	Individual Lessons: Jazz Bass	2019/WI
MUP-180	Individual Lessons: Guitar	2019/WI
MUP-180J	Individual Lessons: Jazz Guitar	2019/WI
MUP-180R	Individual Lessons: Rock, Blues, Pop Guitar	2019/WI
MUP-181J	Individual Lessons: Jazz Flute	2019/WI
MUP-183J	Individual Lessons: Jazz Clarinet	2019/WI
MUP-184J	Individual Lessons: Jazz Saxophone	2019/WI
MUP-186J	Individual Lessons: Jazz Trumpet	2019/WI
MUP-188J	Individual Lessons: Jazz Trombone	2019/WI
MUP-191J	Individual Lessons: Jazz Percussion	2019/WI
MUP-202	Wind Ensemble	2019/WI
MUP-204	Pep Band/Combo-Improv	2019/WI
MUP-205	Jazz Ensemble	2019/WI
MUP-222	Chamber Choir	2019/WI
MUP-225	Vocal Jazz Ensemble: Mainstream	2019/WI
MUP-241	College Orchestra	2019/WI
MUP-271	Individual Lessons: Piano	2019/WI
MUP-271J	Individual Lessons: Jazz Piano	2019/WI
MUP-271R	Individual Lessons: Rock, Blues, Pop Piano	2019/WI
MUP-274	Individual Lessons: Voice	2019/WI
MUP-274J	Individual Lessons: Jazz Voice	2019/WI
MUP-275	Individual Lessons: Violin	2019/WI
MUP-276	Individual Lessons: Viola	2019/WI
MUP-277	Individual Lessons: Cello	2019/WI
MUP-278	Individual Lessons: Bass	2019/WI
MUP-278J	Individual Lessons: Jazz Bass	2019/WI
MUP-279	Individual Lessons: Harp	2019/WI
MUP-280	Individual Lessons: Guitar	2019/WI
MUP-280J	Individual Lessons: Jazz Guitar	2019/WI
MUP-280R	Individual Lessons: Rock, Blues, Pop Guitar	2019/WI
MUP-281	Individual Lessons: Flute	2019/WI
MUP-281J	Individual Lessons: Jazz Flute	2019/WI
MUP-282	Individual Lessons: Oboe	2019/WI
MUP-283	Individual Lessons: Clarinet	2019/WI
MUP-283J	Individual Lessons: Jazz Clarinet	2019/WI
MUP-284	Individual Lessons: Saxophone	2019/WI
MUP-284J	Individual Lessons: Jazz Saxophone	2019/WI

MUP-285	Individual Lessons: Bassoon	2019/WI
MUP-286	Individual Lessons: Trumpet	2019/WI
MUP-286J	Individual Lessons: Jazz Trumpet	2019/WI
MUP-287	Individual Lessons: French Horn	2019/WI
MUP-288	Individual Lessons: Trombone	2019/WI
MUP-288J	Individual Lessons: Jazz Trombone	2019/WI
MUP-289	Individual Lessons: Euphonium	2019/WI
MUP-290	Individual Lessons: Tuba	2019/WI
MUP-291	Individual Lessons: Percussion	2019/WI
MUP-291J	Individual Lessons: Jazz Percussion	2019/WI
MUS-128	Keyboard Skills I	2019/WI
MUS-129	Keyboard Skills I	2019/WI
MUS-131	Group Piano: Piano for Pleasure	2019/WI
MUS-132	Group Piano: Piano for Pleasure	2019/WI
MUS-133	Group Piano: Piano for Pleasure	2019/WI
MUS-189	Performance & Repertoire	2019/WI
PH-201	General Physics	2019/WI
PH-211	General Physics with Calculus	2019/WI
PSY-240	Interpersonal Growth & Awareness	2019/WI
RD-115	College Reading	2019/WI
SM-160	Semiconductor Processing II	2019/WI
SM-170	Semiconductor Processing III	2019/WI
TA-111	Fundamentals of Technical Theatre	2019/WI
TA-112	Fundamentals of Technical Theatre	2019/WI
TA-113	Fundamentals of Technical Theatre	2019/WI
WET-111	Waterworks Operations I	2019/WI
WET-125	High Purity Water Production I	2019/WI
WET-135	High Purity Water Production II	2019/WI
WRD-090	Introductory College Reading & Writing 1	2019/WI

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

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**Section #1 General Course Information**

**Department:** Apprenticeship

**Submitter**

First Name: Mike  
Last Name: Ditty  
Phone: 3031  
Email: miked

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**Course Prefix and Number:** APR - 107PB

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**# Credits:** 1

**Contact hours**

Lecture (# of hours): 15  
Lec/lab (# of hours):  
Lab (# of hours):  
Total course hours: 15

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:** Plumbing ADA

**Course Description:**

Gives the apprentice a better understanding of the importance of proper rough-in for plumbing fixtures. Students will compare the differences between a standard bathroom layout and rough-in to a fully functional ADA approved facility.

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**Type of Course:** Career Technical Apprenticeship

Can this course be repeated for credit in a degree?

**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.CONSTRUCTPB, CC.CONSTRUCTPB

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:** Acceptance into Apprenticeship related training program

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 Only

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. demonstrate safe working practices including rigging and lock out tag out in accordance with state and federal regulations;
2. apply OSHA practices in relationship to the specific trade;
3. apply theory as it relates to trade competencies;
4. utilize recognized standard building codes guideline as applicable.

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

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Major Topic Outline:

1. Course introduction; Laws and codes regulating ADA requirements.
2. Wheelchairs and Biometrics; reach-side and front; clear paths and obstructions; test on Laws and Code relative to ADA regulation.
3. Fixture installations; test on Biometrics.
4. Fixture installations & controls.
5. Fixture installations; test on fixture installations.

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

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**Section #1 General Course Information**

**Department:** Apprenticeship

**Submitter**

First Name: Shelly  
Last Name: Tracy  
Phone: 0945  
Email: shellyt

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**Course Prefix and Number:** APR - 116UM

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**# 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.

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**Course Title:** Network Data Operations (NDO) Overview

**Course Description:**

This course will give the meterman apprentice an overview of smart meter operations and associated systems/servers including Meter Data Collection (MDC), Sensus, Total Metering Solution (TMS), and MV90, the industry standard for information collection and storage. The Meterman Apprentice will gain a better understanding of the process around the use of smart meter data, including validation of the usage to ensure accurate readings as well as an understanding of alarms the meter can trigger out in the field.

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**Type of Course:** Career Technical Apprenticeship

Can this course be repeated for credit in a degree?

**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):** Electrician Apprenticeship Technologies 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 Only

**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?

**No**

Will this course appear in the schedule?

**No**

Student Learning Outcomes:

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

1. deliver accurate, timely MDC data gathering and maintenance of energy usage information through operations of the MDC;
2. successfully work with Comm Server Operators and data to resolve TMS, Sensus, and MV90 meter communication errors;
3. provide first level resolution of communication failures and comm server errors,
4. provide support to metermen for the installation of Automated Meter Infrastructure (AMI) meters,
5. troubleshoot existing and new meter communication installations and alarms,
6. provide AMI support to billing specialists and other departments,
7. analyze energy consumption patterns to identify metering discrepancies,
8. ensure data used for billing and retail products and services reflects true operational characteristics,
9. investigate and work with Comm Server Operators to resolve MDC data validation errors,
10. work with Customer Information System (CIS) operations to resolve data errors,
11. execute ad hoc queries as needed to support other parties including management, Retail Products and Services, Customer Service Delivery, Energy Recovery Unit, vendors, and Meter Shop;
12. clean up and correct corrupt data as found during normal work,
13. add new services to the MDC databases,
14. troubleshoot existing and new communications, meter installations plan and test installations for communications and meter technologies.

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

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Major Topic Outline:

1. Accurate, timely MDC data gathering and maintenance of energy usage information through operations of the MDC.
2. Troubleshoot existing and new meter communication installations.
3. Analyze energy consumption patterns to identify metering discrepancies.
4. Ensure data used for billing and retail products.
5. Provide support to Metermen for the installation of AMI meters.

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%

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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**Section #1 General Course Information**

**Department:** Apprenticeship

**Submitter**

First Name: Mike  
Last Name: Ditty  
Phone:     xxxx  
Email:     miked

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**Course Prefix and Number:** APR - 117PB

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**# 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.

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**Course Title:** Plumbing Basic Trade & Code

**Course Description:**

Introduction to plumbing trade, tools and safety; mathematical functions review, scale rulers and gauges; related science relative to water, sewage, gases and dangers of waste products.

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**Type of Course:** Career Technical Apprenticeship

Can this course be repeated for credit in a degree?

**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.CONSTRUCTPB CC.CONSTRUCTPB

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:** Accepted into the Plumbing Apprenticeship program

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 Only

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. demonstrate safe working practices including rigging and lock out tag out in accordance with state and federal regulations;
2. apply OSHA practices in relationship to the specific trade;
3. apply theory as it relates to trade competencies;
4. demonstrate the proper care, use and storage of hand and power tools;
5. utilize recognized standard building codes guideline as applicable.

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

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Major Topic Outline:

1. Intro & orientation.
2. History and careers.
3. Laws, safety, and common hand tools.
4. Rough-in, electric and welding tools.
5. Math (fractions).
6. Review & midterm.
7. Math (decimals & fractions).
8. Measuring, scales & gauges.
9. Related science & gases.

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

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**Section #1 General Course Information**

**Department:** Apprenticeship

Submitter

First Name: Shelly

Last Name: Tracy

Phone: 0945

Email: shellyt

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**Course Prefix and Number:** APR - 117UW

**# Credits:** 1

Contact hours

Lecture (# of hours):

Lec/lab (# of hours): 20

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.

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**Course Title:** Safety Coordinator Overview

Course Description:

Wire apprentices will experience the daily duties of Safety Coordinators; discover the work groups they are responsible for, coordinator availability requirements, update training requirements, accident/scene investigations and their role with the Oregon Utility Safety Committee.

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**Type of Course:** Career Technical Apprenticeship

Can this course be repeated for credit in a degree?

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):** Electrician Apprenticeship Technologies 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 Only

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?

No

Will this course appear in the schedule?

No

Student Learning Outcomes:

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

1. summarize how Safety Coordinators support compliance training at the Wilsonville Training Center;
2. explain what a duty week is for the Safety Coordinator;
3. state what takes place at a crew visit and audits performed by the Safety Coordinator;
4. describe the duties for the Safety Coordinators around fall restraint;
5. name the other utilities Safety Coordinators work with;
6. explain the role Safety Coordinators play with the Oregon Utility Safety Committee (Salem or Baker);
7. name the different meetings the Safety Coordinators attend: Corporate Safety Meetings, Executive Safety Meetings, Forman's Meetings, and Apprenticeship Meetings;
8. identify the process used by the Safety Coordinators in performing accident investigations, incident/scene investigations and near miss reports;
9. state why it is important to share information in all accidents;
10. explain the Shop Steward Representation duties of the Safety Coordinator;
11. support all of the different company work groups;
12. explain why it is important for Safety Coordinators to study independently to keep up with changing Safety Regulations;
13. discuss how Safety Coordinators need to work effectively alone or with other Safety Coordinators, often with limited supervision;
14. state how Safety Coordinators must be able and willing to frequently drive considerable distances, respond to emergency call-outs at unscheduled hours and work on temporary assignments;
15. discuss the importance of Safety Coordinators attending vendor and other training schools as required.

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

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Major Topic Outline:

1. Compliance training support at the Wilsonville Training Center.
2. Duty week for the Safety Coordinator.
3. Crew visits and audits performed by the Safety Coordinator.
4. Duties of the Safety Coordinators regarding fall restraint.
5. Utilities that Safety Coordinators work with.
6. Oregon Utility Safety Committee (Salem or Baker).
7. Meetings Safety Coordinators attend.
8. Scene investigations and reports.
9. Sharing of information on all accidents.
10. Shop Steward Representation duties of the Safety Coordinator.
11. Supporting all work groups.
12. Emergency call-outs, unscheduled hours and temporary assignments.
13. Attend vendor and other training schools as required.

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

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Show changes since last approval in red

**Section #1 General Course Information**

**Department:** Apprenticeship

Submitter

First Name: Shelly  
Last Name: Tracy  
Phone: 0945  
Email: shellyt

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**Course Prefix and Number:** APR - 118UL

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**# 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.

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**Course Title:** Transformer Connections I

Course Description:

Designed to instruct apprentices or journey-level workers on the basic fundamentals of transformer bank connections: delta-delta, wye-wye, wye-delta, open-delta, open-delta-wye and single-phase regulators and conditions that can cause backfeed. Transformer Training is required to be taken each of the three years of a line apprenticeship in order to meet degree requirements.

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**Type of Course:** Career Technical Apprenticeship

Can this course be repeated for credit in a degree?

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):** Electrician Apprenticeship Technologies 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:**

**Requirements:** Journeyman lineman or second step apprentice

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 Only

**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. identify proper transformer bank connections;
2. explain the results of wrong polarity, wrong taps and wrong connections;
3. implement safety procedures in connections of transformer banks and regulators;
4. perform voltage and current readings;
5. explain the relationship between mathematics and electricity in a distribution environment.

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

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Major Topic Outline:

1. Vectoring.
2. Single phase theory.
3. Transformer concepts.
4. Transformer connections.
5. Installing transformers.
6. Voltage ratings.

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%

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              
  

**Section #1 General Course Information**

**Department:** Apprenticeship

Submitter

First Name: Shelly  
Last Name: Tracy  
Phone: 0945  
Email: shellyt

---

**Course Prefix and Number:** APR - 119UW

---

**# Credits:** 2

Contact hours

Lecture (# of hours):  
Lec/lab (# of hours): 40  
Lab (# of hours):  
Total course hours: 40

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:** Batteryman Overview

Course Description:

Wire apprentices will experience the daily duties of Batteryman including the installation, testing, maintenance and repair of substation batteries. Additionally they will learn about the computer applications, instruction manuals and schematics that Batteryman use. Safety on the job and first aid will be covered.

---

**Type of Course:** Career Technical Apprenticeship

Can this course be repeated for credit in a degree?

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):** Electrician Apprenticeship Technologies 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 Only

**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?

**No**

Will this course appear in the schedule?

**No**

Student Learning Outcomes:

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

1. explain why Batterymen install and maintain station and substation batteries and chargers on an annual basis, take voltage readings, hydrometer readings, check electrolyte, add water if needed, equalize battery with charger;
2. describe how Batterymen clean, check, test, repair, and/or replace battery cells on dead or energized batteries, replace or repair corroding terminals;
3. summarize the process of how Batterymen replace, maintain, and test battery chargers;
4. identify how alarms trigger work through System Control, Dispatchers or Inspectors;
5. name the different computer applications Batterymen use to troubleshoot alarms;
6. explain the importance of working with test instruments as necessary to perform: electronic troubleshooting and maintenance, load testing, use and set up a battery trailer and the computer applications used in testing;
7. state how Batterymen must be willing and able to work alone efficiently and with limited supervision;
7. cite examples of how Batterymen interpret and use instruction manuals and read electronic schematics and wiring diagrams;
8. acknowledge that Batterymen are compliant with first-aid procedures, company safety rules, and clearance and tagging protocol.

---

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

---

Major Topic Outline:

1. Installation and maintenance of station and substation batteries.
2. Clean, check, test, repair, and/or replace battery cells.
3. Replace, maintain, and test battery chargers.
4. Different computer applications Batterymen use.
5. Interpret and use instruction manuals and read electronic schematics.
6. First-aid procedures, company safety rules, clearance and tagging protocol.

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%

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              
  

**Section #1 General Course Information**

**Department:** Apprenticeship

Submitter

First Name: Shelly  
Last Name: Tracy  
Phone: 0945  
Email: shellyt

---

**Course Prefix and Number:** APR - 121UL

---

**# 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:** Outside Electrical Fundamental Theory I

Course Description:

Instruct second-year apprentices on the principles and concepts of electrical laws, codes, work safety habits, electrical calculations, electrical apparatus for power line work and the installation process for transformers, test equipment and field equipment.

---

**Type of Course:** Career Technical Apprenticeship

Can this course be repeated for credit in a degree?

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):** Electrician Apprenticeship Technologies AAS

Are there prerequisites to this course?

Yes

**Pre-reqs:** APR-113UL

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 Only

**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?

**No**

Will this course appear in the schedule?

**No**

Student Learning Outcomes:

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

1. state principles of electrical apparatus, i.e. transformers; tapes, nameplates, polarity, connections;
2. explain the fundamentals of A/C, D/C, (3) phase A/C, phase sequencing and back feed;
3. summarize the principle operation of testing instruments and metering devices;
4. follow the correct operation procedures in use of testing devices;
5. identify and apply construction standards based on the National Electrical Safety Codes (NESC);
6. apply work safety habits through use of personal protection equipment(PPE).

---

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

---

Major Topic Outline:

1. AC theory.
2. Electrical distribution.
3. Transformer principles.
4. Testing instruments and metering devices.
5. NESC Codes.
6. Work place safety.

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%

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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**Section #1 General Course Information**

**Department:** Apprenticeship

Submitter

First Name: Shelly  
Last Name: Tracy  
Phone: 0945  
Email: shellyt

---

**Course Prefix and Number:** APR - 125UW

---

**# Credits:** 4

Contact hours

Lecture (# of hours):  
Lec/lab (# of hours): 80  
Lab (# of hours):  
Total course hours: 80

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:** Wireman Hotstick Training

Course Description:

This course is designed to instruct apprentice candidates on selecting and fitting specific equipment and use of proper working techniques on substation structures and equipment using a hotstick.

---

**Type of Course:** Career Technical Apprenticeship

Can this course be repeated for credit in a degree?

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):** Electrician Apprenticeship Technologies 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:**

**Requirements:** Apprentice must be in the 4th step per the Bureau of Labor and Industries (BOLI) Standard

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 Only

**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?

**No**

Will this course appear in the schedule?

**No**

Student Learning Outcomes:

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

1. present appropriate professional behavior, i.e. be attentive, ask appropriate questions, follow directions accurately, retain information given, willingly demonstrate skills/tasks, take initiative to learn and help others, coachable (uses constructive feedback to learn), communicates well with other crew members and demonstrates leadership when appropriate;
2. utilize proper climbing technique and apply safe practices in the use of hand tools;
3. discuss the importance of safety awareness while performing job tasks;
4. identify each hot stick, its use/application, and its care;
5. apply basic line work knowledge and skills including: hand line use/rigging, installing covers on primary/secondary lines, deadend 3-phase primary on dead-end pole using hot hoist and hot blocks, hang a pole top and arm gin, change out mid-span primary/secondary arm, change tie wires (side ties) on a 10-foot alley arm and sleeve primary in mid-span using hoist and hot blocks;
6. know the address and county of their worksite;
7. lead a job briefing as a foreman, accurately and fully complete a job briefing sheet and have each crew member sign;
8. explain the two foot rule;
9. identify the hazards of the job, wear appropriate personal protective equipment (PPE) and determine the use of proper cover, rubber gloves and fall restraint;
10. inspect each apprentices' belt, hooks and fall restraint.

---

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

---

Major Topic Outline:

1. Safety introduction.
2. Hot sticks their use and care.
3. Using proper cover.
4. Tie wires/arm change out (use various scenarios such as tying in on double arms and alley arms, spreading wire).
5. Dead ending wire and sleeving.
6. Conduct one-on-one with apprentice.

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%

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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**Section #1 General Course Information**

**Department:** Apprenticeship

**Submitter**

First Name: Shelly  
Last Name: Tracy  
Phone: 0945  
Email: shellyt

---

**Course Prefix and Number:** APR - 126UL

---

**# Credits:** 4

**Contact hours**

Lecture (# of hours):  
Lec/lab (# of hours): 80  
Lab (# of hours):  
Total course hours: 80

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:** Troubleman Training

**Course Description:**

Instruct six-step apprentices on how to perform trouble work as a Troubleman. The main focus is to learn to properly secure and clear the trouble areas in order to restore service while protecting life and property.

---

**Type of Course:** Career Technical Apprenticeship

Can this course be repeated for credit in a degree?

**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):** Electrical Apprenticeship 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:**

**Requirements:** 6th step line apprentice or new hire journeyman lineman

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 Only

**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?

**No**

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 purpose/function of radio controls and indicators,
2. name street/area light fault categories,
3. identify a minimum of four substation checks or emergency switching tasks performed by a journeyman,
4. differentiate between Overhead Switching and URD Switching,
5. explain the meter work activities that a troubleman performs,
6. summarize trouble job fault categories,
7. practice safety in work procedures.

---

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

---

Major Topic Outline:

1. Troubleman role and responsibilities.
2. Using the radio.
3. Troubleman protective wear, tools and equipment.
4. Street and area lights.
5. Switching; general, substation, overhead, underground residential distribution (URD) and underground commercial distribution (UCD).
6. Safety work practice.
7. Meter work.
8. Overhead trouble call.
9. Underground transmission call (UTC) trouble call.
10. Miscellaneous trouble calls.

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%

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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**Section #1 General Course Information**

**Department:** Apprenticeship

**Submitter**

First Name: Mike  
Last Name: Ditty  
Phone:     xxxx  
Email:     miked

---

**Course Prefix and Number:** APR - 127PB

---

**# 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:** Plumbing Fittings & Materials

**Course Description:**

Methods of identifying and joining plastic, copper, cast iron, steel, glass and other piping materials as well as piping connections and plumbing code.

---

**Type of Course:** Career Technical Apprenticeship

Can this course be repeated for credit in a degree?

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.CONSTRUCTPB CC.CONSTRUCTPB

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:** Accepted into the apprenticeship program

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 Only

**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. demonstrate safe working practices including rigging and lock out tag out in accordance with state and federal regulations;
2. apply OSHA practices in relationship to the specific trade;
3. apply theory as it relates to trade competencies;
4. utilize recognized standard building codes guideline as applicable;
5. demonstrate the proper care, use and storage of hand and power tools.

---

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

---

Major Topic Outline:

1. Plastic pipe types and joining.
2. Continuation of above.
3. Copper types and joining.
4. Iron pipe types and joining.
5. Cast iron pipe types and joining.
6. Midterm.
7. Concrete, clay & bituminized fiber.
8. Special material for special jobs.
9. Storm, sewer and water service material.

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%

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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**Section #1 General Course Information**

**Department:** Apprenticeship

Submitter

First Name: Shelly  
Last Name: Tracy  
Phone: 0945  
Email: shellyt

---

**Course Prefix and Number:** APR - 131UE

---

**# Credits:** 3

Contact hours

Lecture (# of hours): 30  
Lec/lab (# of hours):  
Lab (# of hours):  
Total course hours: 30

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:** Electric Utility System Operation (EUSO)

Course Description:

Principles and concepts that govern field operations. Explain and summarize the basics of electric utility energy systems. Focus is on understanding electrical utility operations and maintenance of the power grid.

---

**Type of Course:** Career Technical Apprenticeship

Can this course be repeated for credit in a degree?

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):** Electrician Apprenticeship Technology 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:**

**Requirements:** Accepted into the Line Estimator apprenticeship program

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 Only

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?

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 basic knowledge of field operations,
2. explain the basics of electrical utility systems,
3. lead discussions to further understanding of energy charges, power factor charges and demand charges;
4. interpret operational standards and service area requirements that affect electric utility systems,
5. design, develop, and disseminate field and operational level performance measurements.

---

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

---

Major Topic Outline:

1. Electric Utility System Operation (EUSO).
2. Customer Service Guarantees.
3. CSS/RCMS Work Tracking.
4. Electric Service Requirements.

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

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**Section #1 General Course Information**

**Department:** Apprenticeship

Submitter

First Name: Shelly  
Last Name: Tracy  
Phone: 0945  
Email: shellyt

---

**Course Prefix and Number:** APR - 133UE

---

**# Credits:** 3

Contact hours

Lecture (# of hours): 30  
Lec/lab (# of hours):  
Lab (# of hours):  
Total course hours: 30

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:** Estimator Facility Point Inspection

Course Description:

Principles and concepts that govern field operations. Explain and summarize the basics of electric utility energy systems. Focus is on permits, regulation, contracts, facility point inspections and what comprises the estimator's tool box.

---

**Type of Course:** Career Technical Apprenticeship

Can this course be repeated for credit in a degree?

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):** Electrician Apprenticeship Technology 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:**

**Requirements:** Accepted into the Line Estimator apprenticeship program

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 Only

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?

No

Will this course appear in the schedule?

No

Student Learning Outcomes:

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

1. navigate the process regarding permits and right of way; how to complete right of way documents and downloading of forms;
2. name Rates and Regulations and how they are applied within PacifiCorp, navigate the intranet web location plus rate and regulatory information;
3. utilize the Rate and Regulatory Manual including terms and definitions;
4. know state line extension policies;
5. follow the process and procedure for billing customers using an external invoice including creating an external invoice vs JTON contract, select the correct agreement and accounting, process documents from customers; utilize billing information; successfully create, update and delete an external invoice in CSS;
6. explain OHMs law, and apply the principles of basic electricity;
7. describe the different PacifiCorp system voltages and do hand calculations for voltage drop;
8. explain the role and responsibilities of a Facility Point Inspection Area Administrator;
9. utilize what is in the estimator tool box, both tangible equipment and external resources, that make an estimators work more efficient and effective.

---

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

---

Major Topic Outline:

1. Permits, Surveys and Right of Way.
2. Regulation, Policies & Procedures.
3. Estimator Tool Box I.
4. Electricity I.
5. Transformer I.
6. Facility Point Inspection - Area Administrator.
7. Electric Service Contracts.

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

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**Section #1 General Course Information**

**Department:** Apprenticeship

Submitter

First Name: Shelly  
Last Name: Tracy  
Phone: 0945  
Email: shellyt

---

**Course Prefix and Number:** APR - 135UE

---

**# Credits:** 3

Contact hours

Lecture (# of hours): 30  
Lec/lab (# of hours):  
Lab (# of hours):  
Total course hours: 30

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:** Estimator Metering

Course Description:

Principles and concepts that govern field operations. Explain and summarize the basics of electric utility energy systems. Focus is on theory, tools, motors and controllers, the grid, and computer applications.

---

**Type of Course:** Career Technical Apprenticeship

Can this course be repeated for credit in a degree?

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):** Electrician Apprenticeship Technology 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:**

**Requirements:** Accepted into the Line Estimator apprenticeship program

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 Only

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?

No

Will this course appear in the schedule?

No

Student Learning Outcomes:

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

1. discuss electrical theory including: application of tools, motor types and controllers;
2. navigate mapping system including: general tools, selection navigation and query information in FAAR; map grids, facility numbering systems and map symbology;
3. input metering data for the installation, testing and verification of meters in CSS;
4. explain the differences between light source types, lamp construction and describe steps taken when troubleshooting;
5. compile field notes from site visits;
6. summarize the process for sketching, design, customer interaction, approval and material ordering and complete the entire process from beginning to end.

---

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

---

Major Topic Outline:

1. Electricity II – ILT.
2. Transformer II.
3. Primary Metering-ILT.
4. Complex Meter Training for CSS-ILT.
5. Street Lighting Maintenance-ILT.
6. Company System Rebuild-ILT.

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

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Apprenticeship

Submitter

First Name: Shelly  
Last Name: Tracy  
Phone: 0945  
Email: shellyt

---

**Course Prefix and Number:** APR - 136UE

---

**# Credits:** 3

Contact hours

Lecture (# of hours): 30  
Lec/lab (# of hours):  
Lab (# of hours):  
Total course hours: 30

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:** Estimator Transformer Training

Course Description:

Principles and concepts that govern field operations. Explain and summarize the basics of electric utility energy systems. Focus is on beginning to end site management for transformer applications in residential and commercial sites.

---

**Type of Course:** Career Technical Apprenticeship

Can this course be repeated for credit in a degree?

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):** Electrician Apprenticeship Technologies 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:**

**Requirements:** Accepted into the Line Estimator apprenticeship program

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 Only

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?

No

Will this course appear in the schedule?

No

Student Learning Outcomes:

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

1. describe sizing for three phase transformers;
2. compile field notes from residential site visits;
3. complete the process for sketching, design, customer interaction, approval and material ordering for a residential job;
4. compile field notes from commercial site visits;
5. summarize the process for sketching, design, customer interaction, approval and material ordering for commercial jobs, and successfully complete the process.

---

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

---

Major Topic Outline:

1. Three Phase Transformer Sizing-ILT.
2. Three Phase UG Residential Subdivision-ILT.
3. Single Phase and Three Phase Commercial Cust-ILT.

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

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Show changes since last approval in red               
  

**Section #1 General Course Information**

**Department:** Apprenticeship

**Submitter**

First Name: Shelly  
Last Name: Tracy  
Phone: 0945  
Email: shellyt

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**Course Prefix and Number:** APR - 137PB

---

**# 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:** Plumbing Basic Installation & ISO

**Course Description:**

Installation practices: plumbing fixtures, valves and fittings. Blueprint Reading: lines, scale rulers, sketching, symbols, detail sketching, orthographic projection, isometric & oblique sketches.

---

**Type of Course:** Career Technical Apprenticeship

Can this course be repeated for credit in a degree?

**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):** AAA.CONSTRUCTPB CC.CONSTRUCTPB

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:** Accepted into the apprenticeship program

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 Only

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. demonstrate safe working practices including rigging and lock out tag out in accordance with state and federal regulations;
2. apply OSHA practices in relationship to the specific trade;
3. apply theory as it relates to trade competencies;
4. utilize recognized standard building codes guideline as applicable;
5. demonstrate the proper care, use and storage of hand and power tools;
6. read and interpret building plans and drawings.

---

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

---

Major Topic Outline:

1. Introduction and job safety.
2. Installation practices and fixtures I & II.
3. Fixtures III, fixture fittings, and valves I.
4. Valves II and introduction to blueprint reading.
5. Lines and scale rulers.
6. Sketching & midterm.
7. Detail sketching and symbols.
8. Orthographic projection and isometric sketching.
9. Oblique sketching and course review.

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

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Apprenticeship

Submitter

First Name: Shelly  
Last Name: Tracy  
Phone: 045  
Email: shellyt

---

**Course Prefix and Number:** APR - 137UE

---

**# Credits:** 3

Contact hours

Lecture (# of hours): 30  
Lec/lab (# of hours):  
Lab (# of hours):  
Total course hours: 30

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:** Estimator Field Functions

Course Description:

Principles and concepts that govern field operations. Explain and summarize the basics of electric utility energy systems. Focus is on estimator field responsibilities and equipment used in the field.

---

**Type of Course:** Career Technical Apprenticeship

Can this course be repeated for credit in a degree?

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):** Electrician Apprenticeship Technology 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:**

**Requirements:** Accepted into the Line Estimator apprenticeship program

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 Only

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?

No

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 use of specialized equipment and the technical theories used in an electrical system;
2. cite company policy on wildlife protection including federal requirements and follow reporting procedures;
3. compile field notes from non-standard visits;
4. complete the process for sketching, design, customer interaction, approval and material ordering for a non-standard job;
5. compile field notes from highway relocation OH/UG site visits;
6. summarize the process for sketching, design, customer interaction, approval and material ordering for highway relocation OH/UG jobs, and successfully complete the process;
7. compile field notes from transmission estimating visits;
8. complete the process for sketching, design, customer interaction, approval and material ordering for a transmission estimating job.

---

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

---

Major Topic Outline:

1. Specialized Equip & Tech Theories-ILT.
2. Raptor Safe Design-ILT.
3. Non-Standard Estimating-ILT.
4. Highway Relocation OH/UG-ILT.
5. Transmission Estimating-ILT.

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

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Apprenticeship

**Submitter**

First Name: shelly  
Last Name: tracy  
Phone: 0945  
Email: shellyt

---

**Course Prefix and Number:** APR - 157PB

---

**# 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:** Plumbing Pipe Sizing & Advanced Math

**Course Description:**

Learn water pipe sizing & materials, water treatment, sewage, drainage, stacks, distribution systems, cross-connection protection, hot water heater types and the related codes. Advance mathematical skills to include square roots, cube roots, offsets, area and volume calculations, and lead & oakum.

---

**Type of Course:** Career Technical Apprenticeship

Can this course be repeated for credit in a degree?

**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>CONSTRUCTPB & CC>CONSTRUCTPB

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:** Accepted into the plumbing apprenticeship

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 Only

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. demonstrate safe working practices including rigging and lock out tag out in accordance with state and federal regulations;
2. apply OSHA practices in relationship to the specific trade;
3. apply theory as it relates to trade competencies;
4. utilize recognized standard building codes guideline as applicable;
5. apply appropriate formulas to mathematical situations;
6. utilize recognized standard building codes guidelines as applicable.

---

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

---

Major Topic Outline:

1. Introductions, orientation, syllabus and water fixture units.
2. Water pipe sizing & water treatment.
3. Mathematics for plumbers.
4. Hot water heaters.

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

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Apprenticeship

**Submitter**

First Name: Shelly  
Last Name: Tracy  
Phone: 0945  
Email: shellyt

---

**Course Prefix and Number:** APR - 167PB

---

**# 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:** Plumbing Welding and Print Reading

**Course Description:**

Blueprint Reading: rough-in sheets, single line drawings, detail drawings and sections. Welding: Gas welding, cutting theory, soldering, brazing and cutting; flat and vertical weld and shielded metal-arc welding.

---

**Type of Course:** Career Technical Apprenticeship

Can this course be repeated for credit in a degree?

**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.CONSTRUCTPB & CC.CONSTRUCTPB - Construction Trades, General Apprenticeship & 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:**

**Requirements:** accepted in the plumbing program

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 Only

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. demonstrate safe working practices including rigging and lock out tag out in accordance with state and federal regulations;
2. apply OSHA practices in relationship to the specific trade;
3. apply theory as it relates to trade competencies;
4. utilize recognized standard building codes guideline as applicable;
5. demonstrate ability to perform welding/brazing applications;
6. analyze the properties of materials and how they apply to welding and brazing applications.

---

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

---

Major Topic Outline:

- Blueprint Reading
  - a. Rough-in sheets
  - b. Single line drawings
  - c. Detail drawings
  - d. Section drawings
- Welding
  - a. Gas
  - b. Soldering
  - c. Brazing
  - d. Cutting
  - e. Oxy-acetylene
  - f. Shielded metal-arc

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:** Apprenticeship

Submitter

First Name: Shelly  
Last Name: Tracy  
Phone: 0945  
Email: shellyt

---

**Course Prefix and Number:** APR - 233UE

---

**# 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:** Line Estimator Responsibility III: Field Responsibility

Course Description:

Principles and concepts that govern field responsibilities related to line maintenance. Focus is on hot stick procedures, installing substation control equipment, locating cable faults, power factor, harmonics and functions of control equipment.

---

**Type of Course:** Career Technical Apprenticeship

Can this course be repeated for credit in a degree?

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):** Electrician Apprenticeship Technology 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:**

**Requirements:** Accepted into the Line Estimator apprenticeship program

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 Only

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?

No

Will this course appear in the schedule?

No

Student Learning Outcomes:

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

1. calculate the voltage between different phases on the various transformer connections;
2. utilize equipment in a substation and explain its function;
3. apply precautionary measures when working in a substation, to prevent injuries to yourself and others;
4. discuss the operation of solar cells;
5. use a distribution capacitor;
6. draw connections for three phase open bank configurations;
7. explain the importance of protecting a circuit from fault currents;
8. describe the difference between the types of line faults;
9. troubleshoot to locate line faults;
10. identify the difference between a conventional transformer and a CSP transformer;
11. identify and connect the internal leads of a transformer to supply proper voltage.

---

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

---

Major Topic Outline:

1. Types of high voltage fuses that are used on distribution systems.
2. Order of events that take place in a fuse when a fault occurs.
3. Difference between reclosures and sectionalizers.
4. Devices functions that provide circuit protection to a substation and its distribution circuits.
5. Advantage of using oil circuit breakers for opening and closing circuits.
6. Impurities that causes oil to deteriorate.
7. Process to remove moisture or impurities.
8. Types of air switches and how they are operated.
9. Safety issues that should be followed when installing and operating air break switches.
10. Purpose of a watt hour meter.
11. Voltage regulation.
12. Control of voltages on utility electrical systems.
13. Step voltage regulator functions on a distribution system.
14. Components of a transformer.
15. Function of a transformer.
16. Use of transformer taps.
17. Function of an insulator tester.
18. Discharge cycle of a battery.
19. Different types of thermocouples.
20. Safety procedures for working on a energized capacitor bank.
21. Transformer use on specific primary systems.
22. Type of connection used with various voltages.

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

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Show changes since last approval in red              
  

**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; 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-specific applications of depreciation, inventory valuation, and financial ratio analysis. This course meets the Related Instruction Computation requirement.

---

**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?

**Yes**

**Recommendations:** MTH-050 or MTH-098 with a C or better, or placement in MTH-050

**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?

**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. demonstrate and apply basic business math and analysis skills, to include working with fractions, decimals, percentages, ratios, interest, taxation, and financial reporting;
2. process and interpret information to arrive at logical conclusions to common business math applications;
3. solve business math problems that apply to business, accounting, and retail venues;
4. comprehend the important role math plays in the business world.

---

***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. Inventory Valuation Methods
8. Depreciation
9. Various Types of Taxes

**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)

- 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

:

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**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: **Francisco**

Last Name: **Corona**

Phone: **6498**

Email: **francisco.corona@clackamas.edu**

---

**Course Prefix and Number:** BA - 120

---

**# 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:** Project Management Fundamentals

Course Description:

**Foundational course in project management. Students gain a introduction to project management principles and techniques, including identifying project life cycle phases, generating a project charter, learning and applying stakeholder management techniques, generating work/task breakdowns, network diagrams and identifying the critical path. Students will also learn and apply risk management techniques, resource allocation, and project monitoring and controlling methodologies.**

---

**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):** Project Management AAS , Project Management CC, and Project Management Tools and Techniques CC.

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:** Working knowledge and access to MS Excel and MS Word

**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. identify common phases in the project life cycle and list activities critical to each;
2. analyze new project constraints and identify trade-offs between them;
3. identify project stakeholders, create a communication plan that meets their needs, and prioritize stakeholders' impacts to the project by the following criteria: proximity to the project, power, and urgency;
4. create a project work breakdown structure that accurately reflects a given project's scope and includes individual work packages, each scaled for a single owner;
5. employ a work breakdown structure to develop a network diagram that accurately reflects duration and sequencing of project activities,
6. identify a project's critical path and compute a project's earliest possible finish date by means of the two pass method,
7. name the four methods for responding to project risks and the three methods for responding to project opportunities and identify their differences;
8. summarize the differences between analogous, parametric, and bottom-up cost estimating and describe when it's appropriate to use each;
9. define "planned value", "earned value", "actual costs", "schedule variance", and "cost variance" within the context of Earned Value Management; demonstrate how this system may be used to manage project cost and schedule.

---

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

---

Major Topic Outline:

1. Project life cycle/project constraint model.
2. Project initiating/chartering.
3. Project communications.
4. Project planning.
5. Project work breakdown structure.
6. Project network diagram.
7. Project cost and schedule management.

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

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Show changes since last approval in red

**Section #1 General Course Information**

**Department:** Business & Computer Science: Business

Submitter

First Name: **Francisco**  
Last Name: **Corona**  
Phone: **6498**  
Email: **francisco.corona@clackamas.edu**

---

**Course Prefix and Number:** BA - 122

---

**# 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:** Teamwork

Course Description:

Focuses on team dynamics and skills for achieving goals while working in a diverse group. Students complete a team project and in the process, practice successful communication strategies, goal definition, schedule coordination, peer feedback, and conflict management. Additional course topics include learning styles, diversity, appreciating differences, and ethical behavior in teams.

---

**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):** **Project Management AAS, Project Management CC, Project Management Leadership and Communication CC**

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:** **Working knowledge and access to MS Excel and MS Word**

**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?

✓ 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. name the five stages of team development (forming, storming, norming, performing, and adjourning) and discuss common team member behaviors in each;
2. identify the conditions and behaviors that detract from our enhance team member productivity and successful project outcomes;
3. create a team contract by working with other team members to define team project goals, individual roles, communication methods, decision making approaches, and team norms;
4. identify individual learning styles and values to measure how to compare to other team members'; discuss how to capitalize on synergies and mitigate negative impacts from individual styles;
5. discuss common approaches to conflict management (competing, compromising, accommodating, avoiding, and collaborating) and describe when each might most appropriately be used;
6. identify challenges inherent in virtual team composition and explain methods for their mitigation;
7. name effective meeting management techniques, including creating and adhering to an agenda, effectively managing time, facilitating open communication amongst meeting attendees, and tracking action item assignments; engage in team meetings and then critique meeting success relative to best practices in meeting management;
8. develop and deliver a team presentation to demonstrate team building and team management skills and principles.

---

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

---

Major Topic Outline:

1. Defining team success.
2. Understanding basic team development processes.
3. Communication and conflict in teams.
4. Power, social influence, and motivation.
5. Decision making and problem solving.
6. Managing diversity.
7. Virtual teams.
8. Team-building and team training.
9. Evaluating and Rewarding Teams.

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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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:

**Specify term:** Wi '19

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

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Business & Computer Science: Business

Submitter

First Name: **Francisco**  
Last Name: **Corona**  
Phone: **6498**  
Email: **francisco.corona@clackamas.edu**

---

**Course Prefix and Number:** BA - 123

---

**# 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:** Leadership & Motivation

Course Description:

Focuses on leadership-achieving organizational goals by employing human, financial, and organizational resources-and provides both a theoretical and a practical perspective on leadership and motivation skills. By engaging in both introspective and interactive exercises, students build the expertise necessary to lead both projects and organizations.

---

**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):** **Project Management AAS, Project Management CC, Project Management Leadership & Communication CC**

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**

✓ **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 effective leadership characteristics and behaviors;
2. analyze scenarios to determine the most effective use of power and influence within the framework of the scenario;
3. demonstrate effective approaches to managing conflict;
4. identify methods for managing crises and dealing with change in a volatile environment;
5. demonstrate effective communication patterns to send and receive messages to/from key project stakeholders;
6. list and explain key motivational tools and reward methods to reinforce desired activities and attitudes;
7. distinguish between ethical principles (justice, individual rights, utilitarianism, individualism, and the categorical imperative) and apply them to addressing ethical conflicts;
8. incorporate course concepts and the results of introspective exercises to articulate a personal leadership philosophy by using the StrengthsFinder assessment tool, understand and develop an action plan to further strengthen individual leadership strengths.

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

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Major Topic Outline:

1. Leadership characteristics.
2. Power (kinds of, use of).
3. Ethical organizational politics (working through it, using it).
4. Networking.
5. Negotiating.
6. Communication for leaders.
7. Conflict management.
8. Managing change and crises.
9. Business ethics and social responsibility.
10. Leadership assessment

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**

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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)

:

First term to be offered:

**Specify term:** Sp 2019

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

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Business & Computer Science: Business

Submitter

First Name: **Frank**  
Last Name: **Corona**  
Phone: **6398**  
Email: **francisco.corona@clackamas.edu**

---

**Course Prefix and Number:** BA - 124

---

**# 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:** Negotiation

Course Description:

**Approaches negotiation from both theoretical and practical perspectives, with an emphasis on successful integrative as well as ethical, negotiation techniques. Students engage in multiple one-on-one and team negotiation role plays and complete both pre- and post-negotiation analyses. Students also evaluate effective negotiations from the perspective of themselves and their peers through in-class debrief sessions.**

---

**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):** Project Management AAS, Project Management CC, Project Management Leadership & Communication CC

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. engage in successful negotiation practices, including role-playing and simulations;
2. identify specific negotiation, approaches, processes, and techniques, including successfully closing negotiations;
3. analyze and address issues around differential rights, power, and interests in negotiation;
4. distinguish coalitions and team-based negotiation techniques from individual approaches;
5. identify and describe the ramification of diversity (including gender and culture) in negotiations;
6. discuss ethical and unethical negotiation behaviors along with techniques for combating unethical practices;
7. delineate the role of negotiations in project management.

---

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

---

Major Topic Outline:

1. Negotiation fundamentals.
2. Negotiation sub-processes.
3. Negotiation contexts.
4. Individual differences.
5. Negotiation across cultures.
6. Resolving differences.
7. Negotiation and project management.

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

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Show changes since last approval in red

**Section #1 General Course Information**

**Department:** Business & Computer Science: Business

Submitter

First Name: **Frank**  
Last Name: **Corona**  
Phone: **6498**  
Email: **francisco.corona@clackamas.edu**

---

**Course Prefix and Number:** BA - 125

---

**# 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:** Advanced Project Management Tools

Course Description:

Tools and processes employed in the project knowledge areas of project communication, risk, procurement, and quality. Major topics include project communication planning and preferred communication channels and approaches; risk assessment and risk management in a project environment; project procurement planning and management with an emphasis on contract types and contract awards and administration; and approaches to project quality planning, quality assurance, control and improvement.

---

**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 Project Management, Project Management CC, Project Management Tools &Techniques CC**

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** Prerequisite or Corequisite: BA-120

**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. identify key components of effective communication, including appropriate channel choice, encoding and decoding, with an emphasis on active and effective listening;
2. list and define the various types of risk, including elements of business risk and insurance risk;
3. assess risk components in a scenario and discuss approaches to mitigate them;
4. demonstrate a comprehensive understanding of earned value principles;
5. name key issues in procurement scheduling (including elements of source selection);
6. define "quality" and "quality management plan" from a project management perspective;
7. identify the basic tools of quality (e.g. fishbone diagram, histogram, control chart, etc.) and their key elements;
8. analyze business mini-cases to demonstrate understanding of communication, risk, procurement, and quality management principles.

---

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

---

Major Topic Outline:

1. Stakeholding and communication planning
2. Communication tools
3. Types of risk
4. Evaluating and planning for risk
5. Consequences of risk in project management
6. Earned value
7. Procurement planning and source selection
8. Corporate teaming, contracts, and legal issues
9. Project quality planning, quality control and quality improvement
10. Tools for managing project quality

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

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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)

:

First term to be offered:

**Specify term:** Fall 2019

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

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Show changes since last approval in red

**Section #1 General Course Information**

**Department:** Business & Computer Science: Business

Submitter

First Name: **Frank**  
Last Name: **Corona**  
Phone: **6498**  
Email: **francisco.corona@clackamas.edu**

---

**Course Prefix and Number:** BA - 126

---

**# 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:** Project Management: Workshop

Course Description:

In small teams, students will manage a simulated project, including overseeing schedule and resources, and reporting project status. As a final outcome, student teams submit a report and presentation that summarizes the project experience and lessons learned. Course tools include Microsoft Project, in which the student is expected to have prior training.

---

**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 Project Management, Project Management CC, Project Management Tools and Techniques CC**

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** **BA-120, BA-125. Prerequisite or Corequisite: BT-177**

**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. discuss the role of strategic management in project selection and prioritization and perform pay back and NPV calculations;
2. develop a project schedule in MS Project, define tasks, durations, and dependencies and assign resources and associated costs;
3. define a project change process and then employ it to respond to unplanned events in a simulated project;
4. analyze a network diagram to determine how adding lags affects the project's critical path and duration;
5. investigate scenarios for "crashing" a project with a defined schedule, calculate the most appropriate choices based on cost per time unit;
6. develop a resource loading chart to determine how much a shortage of given resources affect project duration;
7. prepare a status report with a complete earned value assessment of the project;
8. perform a project audit to detail 'lessons learned,' including what was handled effectively and how things could have been done differently to achieve better results;
9. develop and deliver a team presentation to compare/contrast PMP-certified project managers' priorities and styles;
10. analyze differences between Agile and "waterfall" project management approaches;
11. describe how PMI's Code of Ethics and Professional Conduct is intended to shape a project manager's behavior in a project environment.

---

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

---

Major Topic Outline:

1. Modern Project Management
2. Organization Strategy and Project Selection
3. Organization: Structure and Culture
4. Defining the Project
5. Estimating Project Times and Costs
6. Developing a Project Plan
7. Scheduling Resources and Costs
8. Reducing Project Duration
9. Progress and Performance Measurement and Evaluation
10. Project Audit and Closure

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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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:

**Specify term:** Winter 2020

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

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Show changes since last approval in red

**Section #1 General Course Information**

**Department:** Business & Computer Science: Business

Submitter

First Name: **Frank**  
Last Name: **Corona**  
Phone: **6498**  
Email: **francisco.corona@clackamas.edu**

---

**Course Prefix and Number:** BA - 268

---

**# 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:** Applied Project Demonstration

Course Description:

Students demonstrate the ability to manage a real-world project from initiation through closing. Course deliverables include project scope statement, communication management plan, risk management plan, status report with Gantt chart, and "Lessons Learned" report and presentation. The project as well as a comprehensive exam will demonstrate knowledge acquired in prerequisite classes required for the AAS Project Management degree program.

---

**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)?

**Yes**

**Check which General Education requirement:**

✓ **Writing**  
✓ **Oral Communication**

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

**Yes**

**Name of degree(s) and/or certificate(s):** **Project Management AAS**

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** BA-120, BA-125, and BT-177

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?

**✓ 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. list and define project expectations;
  2. develop a project scope, timeline, needs assessment, and project outcomes;
  3. design a project management plan;
  4. generate a stakeholder communication plan;
  5. analyze and assess risk components and develop a risk management plan;
  6. deliver project expectations, both orally and in writing;
  7. debrief stakeholders;
  8. disseminate performance results;
  9. prepare an assessment of the learning experience (what to keep, what to improve, next steps, what was learned, how it will be applied to future projects).
-

**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.
- 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**

- 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. Needs assessment.
- 2. Project planning templates.
- 3. Generating a stakeholder communication plan.
- 3. Designing a timeline.
- 4. Identifying project barriers.
- 5. Project management final planning stages.
- 6. Risk analysis and application.
- 7. Project presentation.
- 8. Project debriefing.
- 9. Performance results and metric design.
- 10. Assessment of results of learning experience.

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

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Business & Computer Science: Business

**Submitter**

First Name: Beverly  
Last Name: Forney  
Phone: 3115  
Email: beverlyf

---

**Course Prefix and Number:** BT - 160

---

**# Credits:** 3

**Contact hours**

Lecture (# of hours): 22  
Lec/lab (# of hours):  
Lab (# of hours): 33  
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:** Word I

**Course Description:**

Introductory-level course where students learn basic concepts of the Word software program. This course is designed for students who have no or little knowledge of Word.

---

**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):** 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?

**Yes**

**Recommendations:** 35 words per minute typing skill or BT-120

**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: No

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. create, retrieve, edit, save, and print documents such as tables, letters, memos, outlines, and reports;
2. demonstrate the ability to proofread documents for spelling and grammar and revise effectively to produce professional documents;
3. apply specialized formatting to characters, paragraphs, and documents;
4. use file management concepts to organize and maintain documents;
5. demonstrate the ability to customize documents using headers, footers, bulleted/numbered text, page numbering, and backgrounds;
6. Create merged documents such as letters using merge fields within Word documents;
7. exhibit the ability to enhance documents with images, SmartArt, styles, themes, and WordArt;
8. demonstrate the ability to review documents utilizing formal Word Review tasks (make comments, review and track changes, editing of documents when collaborating with others).

---

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

---

Major Topic Outline:

LEVEL 1

1. Introduction to Word: Organizing a document
2. Document Presentation: Editing and Formatting
3. Document Productivity: Working with Tables and Mail Merge
4. Collaboration and Research: Communicating and Producing Professional Papers

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

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Business & Computer Science: Business

Submitter

First Name: Beverly  
Last Name: Forney  
Phone: 3115  
Email: beverlyf

---

**Course Prefix and Number:** BT - 161

---

**# Credits:** 3

Contact hours

Lecture (# of hours): 22  
Lec/lab (# of hours):  
Lab (# of hours): 33  
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:** Word II

Course Description:

This is an intermediate-level course where students learn more advanced features of the Microsoft Word software program. The course is designed for students who have completed BT-160, Word I.

---

**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):** Business AAS and Certificates

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** BT-160 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?

Yes

**Recommendations:** BT-124 and 35 words per minute typing skill

**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: 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. demonstrate the ability to automate and customize formatting of documents with the use of Building Blocks, Macros, and templates;
2. demonstrate the ability to efficiently navigate within and between documents;
3. create professional newsletters utilizing Word tools such as specialized fonts, styles, WordArt, graphics, and SmartArt;
4. demonstrate the ability to format utilizing special features within MS Word—including multilevel lists, customized headers and footers, charts, special characters, Quick Parts, and Quick Styles;
5. demonstrate the ability to insert appropriate references within a Word document—including footnotes, endnotes, citations, bibliographies, indexes, and specialized tables;
6. demonstrate the ability to manage shared documents by tracking, protecting, customizing properties, and creating and editing multiple document versions;
7. demonstrate the use of Word to build and publish a professional-looking webpage, create a Blog Post, or enhance a webpage;
8. demonstrate the successful creation of electronic forms and utilizing content controls within Word.

---

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

---

**Major Topic Outline:**

**LEVEL 2**

1. Desktop Publishing & Graphic Design: Creating a Newsletter Working with Graphics, and Linking Objects
2. Time-Saving Tools: Using Automate Document Creation, Multiple Documents, and Themes
3. Document Automation: Forms, Macros, and Security
4. Word and the Internet: Webpage Creation an Enhancement, Online Presentation, and Blogs

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 | <b>No</b> |
| 5. Supports green services      | <b>No</b> |

Percent of course: 0%

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              
  

**Section #1 General Course Information**

**Department:** Business & Computer Science: Business

Submitter

First Name: **Frank**  
Last Name: **Corona**  
Phone: **6498**  
Email: **francisco.corona@clackamas.edu**

---

**Course Prefix and Number:** BT - 177

---

**# 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:** Microsoft Project

Course Description:

Covers the basics of using Microsoft Project to plan, schedule, and track a project. Also addresses communicating project information, assigning and tracking resources and costs, tracing progress, and closing a project. Concludes with students using Microsoft Project to produce management and other reports and to share project information with other audiences and applications.

---

**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):** **AAS Project Management, Project Management CC, Project Management Tools and Techniques CC.**

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. open, close, and save (with project baselines) project files using MS Project;
2. enter project work elements and Work Breakdown Structure information into MS Project,
3. plan a project in MS Project,
4. create a project schedule in MS Project,
5. demonstrate how to use standard and custom report functions in MS Project to communicate project information to other stakeholders,
6. assign resources and costs in MS Project,
7. track progress of projects and elements in MS Project,
8. close projects in MS Project,
9. share project information with other applications.

---

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

---

Major Topic Outline:

1. Introduction to course.
2. Opening and closing files in MS Project.
3. Saving files and saving baselines in MS Project.
4. Planning a project.
5. Creating a project schedule.
6. Communicating project information.
7. Assigning resources and costs.
8. Tracking progress and closing the project.
9. Sharing information with other people and applications.

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: Sp 2020

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

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Show changes since last approval in red

**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 - 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:** Criminology

Course Description:

Examines the social problem of crime, including the process of making and breaking laws as well as society's reaction to the phenomenon. Provides a multidisciplinary study of the causes of crime, including its distribution across social strata and demographics. Focuses on theories of criminal behavior and specific types of crime.

---

**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):** 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

✓ 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 theory as it relates to the study of criminology and explain its role in the study of criminal behavior, (SS1)
  2. define and explain various fields of criminological study, including biological, sociological, and psychological theories; (SS1) (SS2)
  3. apply criminological theory to actual criminal behavior through observation, case studies, and other methods; (SS2)
  4. describe crime and society's response to it. (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**

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**

- 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**✓ **Writing Assignments**✓ **Presentations**

:

**Major Topic Outline:**

1. Overview of crime and criminology. (SS1)
2. Patterns of crime research & theory. (SS1)
3. Traditional, classical and positivist theories of crime. (SS1) (SS2)
4. Biological explanations for criminal behavior. (SS1) (SS2)
5. Psychological explanations for criminal behavior. (SS1) (SS2)
6. Sociological explanations for criminal behavior. (SS1) (SS2)
7. Violent crime. (SS1) (SS2)
8. Property crime. (SS1) (SS2)
9. Organizational crime. (SS1) (SS2)
10. Morality crime. (SS1) (SS2)
11. Responding to crime: the police, courts and corrections. (SS1) (SS2)

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 checked="" type="checkbox"/> <b>PSU (Portland State University)</b>  |
|  | <input checked="" type="checkbox"/> <b>SOU (Southern Oregon University)</b> |
| <input checked="" type="checkbox"/> <b>OSU (Oregon State University)</b> | <input checked="" type="checkbox"/> <b>UO (University of Oregon)</b>        |
| <input checked="" type="checkbox"/> <b>OSU-Cascade</b>                   | <input checked="" type="checkbox"/> <b>WOU (Western Oregon University)</b>  |

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

CJA 231, Intro to Criminology at SOU (already transfers as a Social Science)  
 CJ 213D, Intro to Criminal Justice at WOU,  
 Lower Division Transfer at OSU, UO, and PSU

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.**

OUS transfer equivalency pages  
 Articulation agreements with WOU, SOU, PSU

First term to be offered:

**Specify term:** Fall 2016

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

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Show changes since last approval in red              
  

**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 - 120

---

**# 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 Courts

**Course Description:**

Studies the judicial process from arrest through appeals, including search and seizure; interrogation; roles of defense attorneys, prosecutors, juries, grand juries, and judges; plea bargaining and guilty pleas; rights of criminal defendants at trial; appeals and habeas corpus.

---

**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?

**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. describe the sources of current procedural laws,
  2. distinguish between different stages in processing defendants through the justice system,
  3. identify and discuss the roles of the jury, attorneys and judges;
  4. analyze the movement of cases through the court system,
  5. justify the use of plea bargaining in certain cases,
  6. critique the effectiveness of the U.S. judicial 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**

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. Introduction to criminal procedure.
2. Exclusionary rule and other remedies.
3. Searches and arrests with and without warrants.
4. Interrogation, confessions and identification procedures.
5. The pretrial process.
6. The courtroom workgroup.
7. Plea bargaining and guilty pleas.
8. Rights at trial.
9. Sentencing.
10. Appeals and habeas corpus.

**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

:

---

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

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Show changes since last approval in red

**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 - 130

---

**# 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 Corrections

Course Description:

Examines the history, organization, and development of corrections in the United States, including sentencing, incarceration, community corrections and the juvenile justice system. Reviews the use of the death penalty. Identifies trends in corrections.

---

**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)?

**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?

**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. compare and contrast differing philosophies of punishment,
  2. distinguish between jail and prison,
  3. describe a number of alternative forms of sentencing,
  4. discuss the central issues involving probation, parole, and intermediate sanctions;
  5. analyze challenges to reintegration of offenders,
  6. give an overview of the juvenile correctional system,
  7. critique the use of the death penalty in the United States,
  8. identify recent trends in corrections and in the litigation of correctional issues.
-

**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. History of punishment and corrections.
2. Sentencing and criminal sanctions.
3. Jails and local detention facilities.
4. Prisons systems.
5. Probation, parole, and community corrections.
6. Reintegration.
7. The juvenile correctional system.
8. History and use of the death penalty.
9. Correctional challenges and future corrections.

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

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Show changes since last approval in red              
  

**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):** **AAS Criminal Justice, Corrections option**

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?

✓ **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. 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       | <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)

- PSU (Portland State University)**
- SOU (Southern Oregon University)**
- 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**

:

First term to be offered:

**Specify term:** Winter, 2019

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

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Show changes since last approval in red

**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 - 170

---

**# 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:** **Careers in Criminal Justice**

Course Description:

Prepares students for pursuing a career in the Criminal Justice field. Explores careers in the criminal justice system, including law enforcement, the practice of law, courts, corrections, and private security. Addresses hiring processes, promotions, and workplace ethics. Students will begin creating an e-portfolio. As part of the e-portfolio process, students will analyze first year CJA courses and second year fall term CJA courses for assessment purposes. Provides information on choosing Cooperative Work Experience or Service learning placement in preparation for Criminal Justice Capstone course.

---

**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, Criminal Justice AAS, Corrections option**

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. review and analyze knowledge and skills gained in first year criminal justice courses, emphasizing application to chosen career path;
2. identify personal characteristics and interests, and apply those to specific career paths in criminal justice and related fields;
3. develop and demonstrate effective skills for applying, testing, and interviewing for internships and positions;
4. create a personal plan for accomplishing career goals,
5. describe the professional standards, laws, and codes of conduct guiding criminal justice fields, and demonstrate a commitment to professional and ethical standards of practice;
6. list placement opportunities for Cooperative Work Experience or Service Learning.

---

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

---

Major Topic Outline:

1. Choosing a career path in the criminal justice field.
2. Designing and completing an e-portfolio.
3. Analysis of CJA courses completed.
2. Attributes of a successful candidate.
3. Physical fitness and ORPAT testing.
4. The Criminal Justice application process and background investigations.
5. The interview, appearance, and demeanor.
6. Ethics in the workplace.
7. Excelling on the job.

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 **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)

Career Exploration courses

How does it transfer? (Check all that apply)

- required or support for major

:

First term to be offered:

Specify term: Winter, 2020

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

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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 - 214

---

**# 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:** Intimate Partner Violence

**Course Description:**

This course will analyze the historical, social, legal, and psychological aspects of Intimate Partner Violence. Includes definitions of the problem, demographics, survivors, perpetrators, children who witness, strategies and tactics of abuse and survival, and core strategies for legal intervention.

---

**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)?

**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 and Corrections AAS degrees

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** CJA-203

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?

Yes

Student Learning Outcomes:

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

1. analyze the historical, cultural and social research regarding Intimate Partner Violence (IPV);
  2. demonstrate familiarity with the theories related to family violence;
  3. examine the effects of IPV within diverse populations;
  4. identify the psychological impact of IPV on adults and children;
  5. analyze and discuss the Oregon State Statutes utilized in the prosecution of IPV;
  6. describe the basic roles and responsibilities of law enforcement and advocates as it relates to IPV.
-

## 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.
  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. History and overview of IPV.
2. Gender roles: privilege and socialization.
3. Nature of the threat; dynamics of power and control.
4. Child, teen, male, gay and lesbian victims of IPV.
5. Abuse of the elderly.
6. Strangulation in IPV cases.
7. Substance abuse and IPV.
8. Sensitivity and competence response to victims of IPV.
9. Shelters and community resources.
10. Oregon State Statutes pertaining to IPV.
11. Role of law enforcement and the court system.
12. Basic investigation techniques.
13. Coordinated community response to IPV.

**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          | <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?
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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)

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

**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 - 215

---

**# 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:** Sexual Abuse and Human Trafficking

Course Description:

This course will explore various aspects of sexual abuse cases and human trafficking in the state of Oregon and the U.S., including discussion of societal and historical perspectives, responses to victim trauma, sexual offenders and law enforcement response to these crimes.

---

**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)?

**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 and Corrections 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: 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. demonstrate knowledge of the history and prevalence of sexual abuse in the U.S.;
2. demonstrate knowledge of sexual abuse crime elements in the state of Oregon;
3. identify the steps in a sexual abuse investigation and prosecution;
4. discuss the issues surrounding human trafficking and prostitution;
5. identify approaches for helping and working with victims of sexual abuse;
6. explain the correctional responses to offenders convicted of sexual abuse cases.

## 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.
  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. Introduction, history, data and facts of sexual abuse cases
2. Oregon Revised Statutes pertaining to sexual abuse cases
3. Investigation and prosecution of sexual abuse offenses
4. Human trafficking, prostitution and its relation to sexual abuse cases
5. Victim response to sexual abuse cases
6. Consequences for the sexual abuse offender

**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)

- PSU (Portland State University)**
- SOU (Southern Oregon University)**
- 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)

- Correspondence with receiving institution (mail, fax, email, etc.)**

First term to be offered:

**Specify term:** Spring, 2018

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

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Communication Studies

Submitter

First Name: **Kerrie**  
Last Name: **Hughes**  
Phone: **3155**  
Email: **kerrieh**

---

**Course Prefix and Number:** COMM - 100

---

**# 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:** Basic Speech Communication

Course Description:

Explores interpersonal and small group dynamics and communication skills in day-to-day formal and informal situations. Examines positive self-concept, listening skills, verbal and non-verbal modes of communication, and clarity of expression. Designed for non-transfer students.

---

**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?

**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:** Human Relations

**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. describe the elements of the communication process orally and in writing;
2. identify appropriate verbal and nonverbal messages for various communication situations, including messages used in electronic correspondence;
3. use strategies for effective listening;
4. describe strategies for building and maintaining relationships;
5. participate effectively in small group interactions;
6. demonstrate the ability to conduct informational interviews and job interviews.

---

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

---

**Major Topic Outline:**

1. Elements of the Communication Process.
2. Influence of self-concept.
3. Influence of culture and co-culture.
4. Types of communication.
5. Basic presentation skills
6. Effective verbal and nonverbal communication.
7. The Perceptual Process
8. Listening strategies.
9. Creating and maintaining relationships.
10. Ethical communication.
11. Johari's windows—Awareness and Disclosure.
12. Communicating emotions.
13. Small group roles and rules.
14. Leadership styles.
15. Conflict response.
16. Computer-mediated communication (e-mail, social/professional networks, etc.).
17. Interviewing techniques for both informational and professional purposes.

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)

- OIT (Oregon Institute of Technology)     PSU (Portland State University)  
 OSU (Oregon State University)         UO (University of Oregon)  
 OSU-Cascade

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

Comm-100 or Comm Lower Division Transfer

How does it transfer? (Check all that apply)

general elective

:

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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**Section #1 General Course Information**

**Department:** Education, Human Services & Criminal Justice

**Submitter**

First Name: Laurette  
Last Name: Scott  
Phone: 3840  
Email: laurette

---

**Course Prefix and Number:** ED - 130

---

**# 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:** Comprehensive Classroom Management

**Course Description:**

Focuses on creating positive classroom and school climates, organizing and managing classrooms, improving instruction, dealing with classroom discipline problems, developing individualized plans for students experiencing behavioral problems, and developing school-wide student management programs.

---

**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**

✓ **Social Science**

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

**Yes**

**Name of degree(s) and/or certificate(s):** Paraeducator 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: 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. compare and contrast effective classroom management theories,
2. list students' psychological needs that influence behavior and success at school,
3. describe how to establish positive, professional relationships with students,
4. outline the stages in the creation of a supportive group culture,
5. summarize ways to work effectively with adults who are responsible for students,
6. develop classroom procedures and behavior standards designed to create a supportive, safe, positive learning environment,
7. identify key student academic needs that significantly increase student motivation and learning,
8. develop an effective classroom system for responding to academic and behavior problems that disrupt the learning environment,
9. describe the process for developing individual behavior change plans.



## 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**

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**

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:**

- ✓ **Projects**
- ✓ **Writing Assignments**
- ✓ **Multiple Choice Test**

:

**Major Topic Outline:**

1. Elements of classroom management.
2. Student's psychological needs.
3. Teacher-student relationships.
4. Positive peer relationships.
5. Working with parents.
6. Classroom behavior standards.
7. Enhancing student motivation.
8. Responding to rule violations.
9. The problem solving approach.
10. Individual behavior plans.

**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 **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)**

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)

**Other. Please explain.**

Articulation agreement

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              
  

**Section #1 General Course Information**

**Department:** WAFF

Submitter

First Name: Shelly  
Last Name: Tracy  
Phone: 0945  
Email: shellyt

---

**Course Prefix and Number:** EM - 143

---

**# Credits:** 1

Contact hours

Lecture (# of hours): 10  
Lec/lab (# of hours):  
Lab (# of hours):  
Total course hours: 10

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:** Post Earthquake Safety Evaluation

Course Description:

Course is designed for building inspectors, fire inspectors and any individual who may be assigned the duties and/or responsibilities for building safety, evacuation and re-occupation after a disaster. Includes procedures for inspecting buildings and posting them as 'inspected (apparently safe)', 'limited entry', or 'unsafe'.

---

**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):** Emergency Management 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:

Pass/No Pass Only

**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. describe the use of the posting system which uses green, yellow and red placards;
2. list evaluation procedures, including the forms used for both Rapid Evaluation and Detailed Evaluation;
3. discuss structural basics as related to earthquake damage and risk.

---

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

---

Major Topic Outline:

1. Posting system.
2. Evaluation procedures.
3. Structural basics.
4. Wood frame structures.
5. Masonry structures.
6. Concrete structures.
7. Steel frame structures.
8. Nonstructural elements.
9. Geotechnical hazards.
10. Hazardous materials.
11. Field safety.

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%

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              
  

**Section #1 General Course Information**

**Department:** WAFE

Submitter

First Name: Shelly  
Last Name: Tracy  
Phone: 0945  
Email: shellyt

---

**Course Prefix and Number:** EM - 152

---

**# Credits:** 1

Contact hours

Lecture (# of hours): 10  
Lec/lab (# of hours):  
Lab (# of hours):  
Total course hours: 10

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:** Refresher/Radiological Monitors

Course Description:

Course provides an individualized training package that reviews the concepts, information, and skills necessary to perform the responsibilities of the radiological monitor in the local radiological protection system.

---

**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):** Emergency Management 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:

Pass/No Pass Only

**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?

**No**

Will this course appear in the schedule?

**No**

Student Learning Outcomes:

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

1. describe radiation hazards in terms of potential scope and health hazard,
2. identify critical elements of the radiological protection system, basic radiation protection principles, basic concepts of radiological hazard assessment, monitoring techniques and protective actions;
3. identify types of radiation from a given list of characteristics,
4. perform operational checks of the CD V-700 and CD V-715 survey meters, list the steps to follow in zeroing and charging the CD V-742 and CD V-138 dosimeters;
5. convert survey meter readings to exposure rates.

---

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

---

Major Topic Outline:

1. Course introduction.
2. Review of basic concepts.
3. Radiological monitoring instruments.
4. Radiation accident vignettes.
5. Course summary.

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%

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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**Section #1 General Course Information**

**Department:** WAFE

Submitter

First Name: Shelly  
Last Name: Tracy  
Phone: 0945  
Email: shellyt

---

**Course Prefix and Number:** EM - 153

---

**# Credits:** 1

Contact hours

Lecture (# of hours): 10  
Lec/lab (# of hours):  
Lab (# of hours):  
Total course hours: 10

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:** Refresher for Radiological Response Teams

Course Description:

Student will be able to identify the characteristics of radiological instruments; the effects of time, distance, and various shielding materials on radiation exposures and will provide appropriate responses to peacetime radiological incidents.

---

**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):** Emergency Management 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:

Pass/No Pass Only

**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. identify the characteristics of the CDV series of radiological instruments,
2. describe the effects of time, distance, and various shielding materials on radiation exposures, and respond appropriately to peacetime radiological incidents;
3. perform operational checks on the CD V-700 survey meter (identify alpha, beta, gamma radiation) radioactive sources in buildings, and radiation shielding properties of various materials;
4. discuss the effects of distance from a radiation source on amount of radiation detected, and identify the areas of the human body most likely to receive radioactive contamination.

---

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

---

Major Topic Outline:

1. Survey meter characteristics and performing an operational check.
2. Selecting a dosimeter.
3. Radioactive source hut, shielding materials and distance from radiation source.
4. Identify alpha, beta and gamma radiation.
5. Detecting radioactive contamination to humans.

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%

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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**Section #1 General Course Information**

**Department:** WAFE

Submitter

First Name: Shelly  
Last Name: Tracy  
Phone: 0945  
Email: shellyt

---

**Course Prefix and Number:** EM - 156

---

**# Credits:** 1

Contact hours

Lecture (# of hours): 10  
Lec/lab (# of hours):  
Lab (# of hours):  
Total course hours: 10

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:** Animals in Disaster: Awareness & Preparedness

Course Description:

Course promotes personal responsibility of animal owners and care providers. It also guides emergency managers in the recruitment and use of local community resources to define, develop, teach, and implement a disaster response for animals.

---

**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):** Emergency Management 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:

Pass/No Pass Only

**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. list the major reasons why it is important to consider animals in disasters,
2. describe the ways in which animal care and emergency management are related,
3. define the four phases of emergency management and activities associated with each phase to the care of pets, livestock, and horses in disasters;
4. discuss ability to safely transport, communicate, and obtain medical assistance for livestock and horses in a disaster.

---

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

---

Major Topic Outline:

1. The four phases of emergency management.
2. Meteorological hazards: applying the four phases.
3. Geological hazards: apply the four phases.
4. Technological hazards: applying the four phases.
5. The care of pets in disasters, livestock and horses in disasters.

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%

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              
  

**Section #1 General Course Information**

**Department:** WAFF

Submitter

First Name: Shelly

Last Name: Tracy

Phone: 0945

Email: shellyt

---

**Course Prefix and Number:** EM - 157

**# Credits:** 1

Contact hours

Lecture (# of hours): 10

Lec/lab (# of hours):

Lab (# of hours):

Total course hours: 10

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:** Animals in Disaster: Community Planning

Course Description:

Course promotes personal responsibility of animal owners and care providers. A continuation of the class ANIMAL DISASTERS: AWARENESS. Guides emergency managers in the recruitment and use of local community resources to define, develop, teach, and implement a disaster response for animals.

---

**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):** Emergency Management 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:

Pass/No Pass Only

**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. list the major reasons why it is important to consider animals in disasters,
2. describe the ways in which animal care and emergency management are related,
3. develop an operations plan based on the criteria of an effective plan and to be able to involve federal, state and local resources in the planning process;
4. test a plan, analyze community's risk and vulnerabilities to certain hazards;
5. mitigate hazards likely to affect a community in terms of animal safety.

---

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

---

Major Topic Outline:

1. Introduction to module B: community planning.
2. Disaster preparedness through planning and collaboration.
3. Analyzing risks affecting animals and their owners.
4. Organizing the response to a disaster, and recovering from a disaster.
5. Developing community support for a disaster preparedness plan involving animals.

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%

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              
  

**Section #1 General Course Information**

**Department:** WAFF

Submitter

First Name: Shelly

Last Name: Tracy

Phone: 0945

Email: shellyt

---

**Course Prefix and Number:** EM - 158

**# Credits:** 1

Contact hours

Lecture (# of hours): 10

Lec/lab (# of hours):

Lab (# of hours):

Total course hours: 10

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:** Incident Command System

Course Description:

The use of an Incident Command System (ICS) in responding to a hazardous materials incident is mandated under Oregon Law. This course will provide an introduction to the concepts and principles of ICS.

---

**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):** Emergency Management 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:

Pass/No Pass Only

**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. identify the five ICS functions and list the main responsibilities of each function,
2. describe where agencies fit into the ICS structure,
3. name the primary incident facilities and describe how each is used and managed,
4. list the kinds and types of resources encountered at incidents and describe how and why resources are managed,
5. list the steps to prepare for, participate in, and demobilize an incident.

---

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

---

Major Topic Outline:

1. Introduction to the incident command system.
2. The incident command system organization.
3. Incident facilities, and incident resource management.
4. Incident command system assignments.

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%

First term to be offered:

**Next available term after approval**

:

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

---

Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** WAFF

Submitter

First Name: Shelly

Last Name: Tracy

Phone: 0945

Email: shellyt

---

**Course Prefix and Number:** EM - 162

**# Credits:** 1

Contact hours

Lecture (# of hours): 10

Lec/lab (# of hours):

Lab (# of hours):

Total course hours: 10

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:** Emergency Management Professionals

Course Description:

Orientation to national assets coordinated by FEMA and the Federal role in disaster management. Increased knowledge of wider range of hazards for EM professional or those seeking careers in Emergency 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):** Emergency Management 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:

Pass/No Pass Only

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. list the types of hazards for which your community is at greatest risk,
2. describe the types of damage that are likely from high-risk hazards to your community,
3. identify the types of assistance that FEMA can provide and the steps required to request FEMA assistance,
4. discuss the federal government response to a state disaster declaration,
5. list the major participants in a Disaster Field Office.

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

Major Topic Outline:

1. The FEMA organization and Stafford Act.
2. Government response to a disaster declaration.
3. Disaster assistance programs.
4. Planning for and identifying community hazards.
5. Hazardous weather/thunderstorms/tornados/fire weather.
6. Riverine floods/coastal floods/flash floods.
7. Extratropical topical cyclones.
8. Winter storms/excessive cold/fog/excessive heat/dust storms/windstorms.
9. Earthquakes/tsunamis/terrorists.

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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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** WAFF

Submitter

First Name: Shelly  
Last Name: Tracy  
Phone: 0945  
Email: shellyt

---

**Course Prefix and Number:** EM - 166

---

**# Credits:** 3

Contact hours

Lecture (# of hours): 30  
Lec/lab (# of hours):  
Lab (# of hours):  
Total course hours: 30

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:** COBRA/Weapons of Mass Destruction Incident Responder

Course Description:

This course provides an in-depth look at international and domestic terrorism including an advanced level of chemical and toxicological terms associated with industrial; military chemical warfare weapons. Examines biological and toxicological terms associated with biological agents; radiological and nuclear materials.

---

**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):** Emergency Management 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:

Pass/No Pass Only

**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. demonstrate knowledge of weapons of mass destruction (WMD) hazard and risk assessment techniques,
2. define and demonstrate hazard detection and identification, mass casualty triage, secondary device search operations;
3. describe and conduct local jurisdiction termination procedures and criminal evidence preservation operations,
4. apply WMD concepts to control, containment and/or confinement operations.

---

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

---

Major Topic Outline:

1. WMD terrorist threats.
2. WMD chemical biological agents, radiological materials and down wind hazard analysis.
3. WMD Incident Command and Federal response and assistance identification.
4. Mass casualty triage.
5. WMD advanced survey and monitoring equipment and personal protective equipment (PPE).
6. WMD explosives, secondary devices and decontamination.

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%

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              
  

**Section #1 General Course Information**

**Department:** WAFE

Submitter

First Name: Shelly  
Last Name: Tracy  
Phone: 0945  
Email: shellyt

---

**Course Prefix and Number:** EM - 169

---

**# Credits:** 1

Contact hours

Lecture (# of hours): 10  
Lec/lab (# of hours):  
Lab (# of hours):  
Total course hours: 10

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:** Domestic Terrorism Preparedness

Course Description:

Designed for State certified Hazardous Materials Technicians addressing nuclear, biological and chemical (NBC) weapons or weapons of mass destruction (WMD). Course provides an understanding of the hazards faced by emergency responders to WMD incidents. Examines basic control and/or containment techniques: identification and confinement operations; risk and hazard assessment; decontamination; dealing with the media; and the unique differences and considerations in establishing/using the incident command system at a WMD.

---

**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):** Emergency Management 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:

Pass/No Pass Only

**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. recognize the potential types of dissemination devices that might be used,
2. describe the proper initial response actions for emergency responders at either a suspected or actual NBC incident,
3. identify the correct operations level defensive response actions to be taken in the event a terrorist employs an NBC agent,
4. identify relevant personal protective and detection and identification equipment Regional Response Team.
5. discuss and understand emergency decontamination procedures that might be employed at the Operations level.

---

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

---

Major Topic Outline:

1. NBC terrorism threat.
2. Chemical, biological agents and nuclear materials.
3. Recognizing dissemination devices and responder actions.
4. Chemical downwind hazard analysis.
5. Personal protection and emergency decontamination procedures.
6. Introduction to detection and identification.
7. Tabletop practical exercise.

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%

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              
  

**Section #1 General Course Information**

**Department:** WAFE

Submitter

First Name: Shelly

Last Name: Tracy

Phone: 0945

Email: shellyt

---

**Course Prefix and Number:** EM - 170

**# Credits:** 1

Contact hours

Lecture (# of hours): 10

Lec/lab (# of hours):

Lab (# of hours):

Total course hours: 10

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:** Special Events Contingency Planning

Course Description:

Overview of planning and preparation for various contingencies; determine risks and hazards; develop command and control plan; develop an After Action Report.

---

**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):** Emergency Management 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:

Pass/No Pass Only

**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?

**No**

Will this course appear in the schedule?

**No**

Student Learning Outcomes:

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

1. determine the risks and hazards that you must address in planning for any type of event and the agency or agencies designated to respond to these risks and hazards,
2. develop a command and control plan that can effectively react to any contingency,
3. describe how incidents that occurred during two special events were addressed, who was tasked to hand them, and how the incidents affected the event;
4. match each task that must be completed during an event to the agency responsible for the task,
5. list the correct sequence of actions for closing down a specific event,
6. explain the value and benefit of an After Action Report and identify who should be involved in preparing the report.

---

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

---

Major Topic Outline:

1. What is a special event.
2. Planning your special event.
3. Risks and hazards to consider during your planning.
4. How does your community handle an incident.
5. Incidents and agencies.
6. Participant and spectator safety.
7. Termination of the event and after action report.

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%

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              
  

**Section #1 General Course Information**

**Department:** WAFF

Submitter

First Name: Shelly  
Last Name: Tracy  
Phone: 0945  
Email: shellyt

---

**Course Prefix and Number:** EM - 173

---

**# Credits:** 1

Contact hours

Lecture (# of hours): 10  
Lec/lab (# of hours):  
Lab (# of hours):  
Total course hours: 10

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 Public Assistance Process

Course Description:

Introduction to the process of public assistance through FEMA for federal, state, tribal and local emergency management staff. Recommended for non-public assistance personnel who need a basic understanding of the process.

---

**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):** Emergency Management 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:

Pass/No Pass Only

**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. describe the process for receiving Public Assistance through FEMA,
2. identify the four types of entities eligible for Public Assistance,
3. describe two types of work covered through the Public Assistance Program,
4. explain the difference between small and large projects,
5. identify the elements involved in project validation,
6. describe the role of the Public Assistance Coordinator and Project Officer.

---

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

---

Major Topic Outline:

1. Public Assistance process overview.
2. Public Assistance eligibility.
3. Kick-off meeting and project formulation.
4. Small project validation.

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%

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              
  

**Section #1 General Course Information**

**Department:** WAFF

Submitter

First Name: Shelly  
Last Name: Tracy  
Phone: 0945  
Email: shellyt

---

**Course Prefix and Number:** EM - 174

---

**# Credits:** 1

Contact hours

Lecture (# of hours): 10  
Lec/lab (# of hours):  
Lab (# of hours):  
Total course hours: 10

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:** Disaster-Related Needs of Seniors & Persons with Disabilities

Course Description:

This course is designed to provide understanding of the needs of seniors and persons with disabilities to enable Emergency Management managers and allied professionals to accurately project resource needs, develop strategies to address these needs throughout the four-phase emergency management process.

---

**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):** Emergency Management 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:

Pass/No Pass Only

**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?

**No**

Will this course appear in the schedule?

**No**

Student Learning Outcomes:

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

1. define and discuss key terms related to disability and accessibility, and discuss why special planning for SPD's is required and give examples of unique needs and considerations;
2. discuss the implications of demographics for SPD's for emergency planning, and list techniques that may be used to develop an accurate assessment of numbers and location of SPD's locally for planning purposes;
3. prepare procedures for the evacuation of seniors and persons with disabilities and specify unique requirements SPD's may bring to the shelter environment, discuss advantages and disadvantages of sheltering options for medically involved persons.

---

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

---

Major Topic Outline:

1. Preparedness.
2. Response.
3. Recovery and mitigation.

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%

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              
  

**Section #1 General Course Information**

**Department:** WAFE

Submitter

First Name: Shelly  
Last Name: Tracy  
Phone: 0945  
Email: shellyt

---

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

---

**# Credits:** 1

Contact hours

Lecture (# of hours): 10  
Lec/lab (# of hours):  
Lab (# of hours):  
Total course hours: 10

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:** Disaster Response Planning for Seniors

Course Description:

This course is designed to educate professionals who provide social services to seniors and people with disabilities about the responsibility to develop a plan of disaster preparedness.

---

**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):** Emergency Management 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:

Pass/No Pass Only

**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. define the need for preparedness measures and disaster response systems,
2. describe the steps for individual/family preparedness, and plan for pre- and post-disaster evacuation of clients, pets, supplies, and facility records;
3. identify and plan for specialized sheltering needs at facilities, public shelters or other facilities, and implementation procedures for continued operations during and following disasters;
4. provide guidance on how to obtain disaster assistance, and explain the basics of local Emergency Management Agency (EMA) and how it interfaces with these specialized agencies.

---

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

---

Major Topic Outline:

1. Role of government and voluntary disaster relief organizations.
2. Individual and family disaster preparedness.
3. Evacuation shelters.
4. Disaster assistance.
5. Individual organizations disaster plan.
6. Registries.

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%

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              
  

**Section #1 General Course Information**

**Department:** WAFE

Submitter

First Name: Shelly  
Last Name: Tracy  
Phone: 0945  
Email: shellyt

---

**Course Prefix and Number:** EM - 186

---

**# Credits:** 3

Contact hours

Lecture (# of hours): 30  
Lec/lab (# of hours):  
Lab (# of hours):  
Total course hours: 30

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:** Interagency Hazard Mitigation

Course Description:

Designed to provide Interagency Hazard Mitigation Team (IHMT) members with a practical knowledge of the range of mitigation activities in which they may be involved and the knowledge and skills necessary to accomplish them.

---

**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):** Emergency Management 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:

Pass/No Pass Only

**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. define target audience, determining how to match presentation style to individual needs, while recognizing how to respond accordingly to cultural differences and disabilities when serving as an instructor;
2. name the four elements of effective objectives, and review course materials to determine how the needs of the training participants affect instructional delivery;
3. prepare and manage the learning environment including both large and small group interactions,
4. use evaluation tools to assess the participant's reactions and material retention.

---

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

---

Major Topic Outline:

1. Introduction to hazard mitigation, mitigation team-building and group problem-solving.
2. Federal framework for hazard mitigation, disaster operations and relationships to the IHMT teams.
3. IHMT operations, process guidance, needs identification, opportunities and tools for hazard mitigation.
4. Common barriers to implementation of hazard mitigation activities.
5. Developing achievable recommendations, regional specifics affecting hazard mitigation, mitigation, follow-up and Immediate Action Planning.

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%

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              
  

**Section #1 General Course Information**

**Department:** WAFE

Submitter

First Name: Shelly  
Last Name: Tracy  
Phone: 0945  
Email: shellyt

---

**Course Prefix and Number:** EM - 189

---

**# Credits:** 1

Contact hours

Lecture (# of hours): 10  
Lec/lab (# of hours):  
Lab (# of hours):  
Total course hours: 10

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:** Disaster Basics

Course Description:

Provide a wide range of FEMA personnel with basic knowledge to describe the major requirements. Stafford Act, response operations, key functions of Information and Planning on team Basis and operation of the individual assistance, Public Assistance and Mitigation 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):** Emergency Management 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:

Pass/No Pass Only

**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. describe in general terms how the Stafford Act and the declaration process govern FEMA's disaster operations,
2. explain how response operations, often executed through mission assignments to other Federal agencies, address life safety and other human needs and protect property and public health;
3. list the key functions performed by information and planning on emergency teams, outline the basis and operation of the Individual Assistance, Public Assistance, and Mitigation disaster assistance programs.

---

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

---

Major Topic Outline:

1. The Stafford Act.
2. Government response to a disaster declaration.
3. Response operations.
4. Mission assignments.
5. Information and planning.
6. Individual assistance program.
7. Public assistance program.
8. Mitigation.
9. Disaster financial management.

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%

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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**Section #1 General Course Information**

**Department:** WAFE

Submitter

First Name: Shelly  
Last Name: Tracy  
Phone: 0945  
Email: shellyt

---

**Course Prefix and Number:** EM - 193

---

**# Credits:** 1

Contact hours

Lecture (# of hours): 10  
Lec/lab (# of hours):  
Lab (# of hours):  
Total course hours: 10

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:** Property Acquisition for Local Communities

Course Description:

This course is written specifically for local communities looking for a way to minimize the impact of future disasters. The handbook and tool kit are 'how to' guides to lead you through one specific hazard mitigation alternative.

---

**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):** Emergency Management 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:

Pass/No Pass Only

**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. discuss appropriate mitigation alternatives for communities;
2. describe process for applying for FEMA funds for property acquisition;
3. identify steps required in the acquisition of property;
4. discuss and identify issues associated with long-term management of 'Open Space' created by property acquisition;
5. explain how FEMA funds are administered under the property acquisition program.

---

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

---

Major Topic Outline:

1. Phase I: to buy or not to buy.
2. Phase II: application.
3. Phase III: implementation.
4. Phase IV: open space management.
5. Adverse affects.

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%

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              
  

**Section #1 General Course Information**

**Department:** Engineering Sciences

**Submitter**

First Name: Eric  
Last Name: Lee  
Phone: 6163  
Email: elee

---

**Course Prefix and Number:** ENGR - 111

---

**# 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 Engineering

**Course Description:**

Introduction to the basic ideas and tools of the engineering profession. An exploration of career and education options within the field, and the skills needed to achieve career goals. Methods of engineering analysis, design, and problem solving culminating in a design project. The class will cover all facets of engineering design, including background research, requirement specification and prioritization, development, prototype construction, testing, and evaluation for future redesigns.

---

**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:** Prerequisite or Corequisite: MTH-112 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**

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
- ✓ 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 the main branches of engineering, the education options, and the roles and responsibilities of engineering in society;
2. evaluate his/her personal knowledge, skills, and attitudes, identifying which strategies are more effective in reaching full academic and professional potential;
3. perform and evaluate measurements of engineering quantities, accurately estimating errors, and converting between unit systems;
4. present engineering data graphically in an accurate and informative manner;
5. solve engineering problems using the design process.

---

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

---

Major Topic Outline:

1. Introduction to Engineering.
  - a. Engineering Profession.
  - b. Engineering Team.
  - c. Engineering Education.
  - d. Role of Technologies and Technicians.
  - e. Career Paths.
  - f. Job Descriptions.
  - g. Internships.
  - h. Transfer and Program Accreditation.
  - i. Licensure.
  - j. Organizations.
2. Professional Responsibilities.
  - a. Engineering Solutions.
  - b. Project Management.
  - c. Ethics.
  - d. Role of Engineers in Society.
3. Engineering Analysis Problems.
  - a. Estimations and Approximations.
  - b. Dimensions, Units, and Conversions.
  - c. Mechanics.
4. Engineering Design Process.
  - a. Identifying a need.
  - b. Searching for and Gathering Data.

- c. Developing Design Criteria.
- d. Considering Alternatives.
- e. Creating Specifications.
- 5. Student Success.
  - a. Personal Growth and Development.
  - b. The Learning Process.
  - c. Keys to Success in Engineering.
- 6. Written, Oral, and Graphical Communications.
  - a. Graphical Representation of Technical Information.
  - b. Technical Reports.
  - c. Persuasive Presentation of Design Solutions.

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)

- OIT (Oregon Institute of Technology)**
- PSU (Portland State University)**
- OSU (Oregon State University)**
- OSU-Cascade**

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

- OIT--Depending on the major, either ENGR 111 or Engineering Elective
- OSU--ENGR 111
- PSU--Depending on the major, either CE 111, ECE 101, or ME 120 (all parts of a block transfer)

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:** Engineering Science

**Submitter**

First Name: Eric  
Last Name: Lee  
Phone: 6163  
Email: elee

---

**Course Prefix and Number:** ENGR - 112

---

**# 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:** Engineering Programming

**Course Description:**

Introduction to basic scientific and engineering computing using MATLAB. Covers methods of engineering analysis, design, and problem solving with computational tools. Emphasis on developing proficiency in writing functions and programs.

---

**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:** Prerequisite or Corequisite: MTH-112 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**

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**
- ✓ **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. translate and solve engineering and mathematics problems using appropriate computational tools;
2. define and demonstrate examples of variables, loops, branching structures, and subroutines or functions;
3. produce computer programs capable of solving engineering problems using Matlab;
4. interpret and communicate engineering data with appropriate visualization tools.

---

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

---

Major Topic Outline:

1. Course introduction, running MATLAB, using online help, demos, simple calculations, and interpreting output.
2. Variables, mathematical expressions, simple built-in functions, 2-D plotting.
3. MATLAB matrices, arrays and matrix arithmetic.
4. MATLAB programs (M-files), user input, output formatting.
5. If-then-else statement, Boolean algebra.
6. For loops, while loops, Switch/case statement.
7. File I/O.
8. Structured programming techniques.

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)

- OIT (Oregon Institute of Technology)
- PSU (Portland State University)
- OSU (Oregon State University)
- OSU-Cascade

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

PSU - several of the intro course sequences (part of block transfer). CE-102, ME-121, ECE-102  
OSU - ENGR-112  
OIT - ENGR-266

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

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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 - 115

---

**# 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:** Engineering Graphics

**Course Description:**

This course will emphasize the practical application of engineering graphics techniques for the design, maintenance, and modification of mechanical parts and assemblies. Students will both generate new models based on design intent and translate existing physical objects into graphical 3D models, documenting their work with 2D engineering drawings according to ASME standards. Includes isometric views, dimensioning, and simulation.

---

**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:** Prerequisite or Corequisite: MTH-112 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**

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. sketch a 2D profile for use by the Solid Works software;
2. edit and define parametric dimensions;
3. extrude 2D profiles into 3D solid models;
4. add features including holes, fillets and chamfers to the 3D solid model;
5. create multi-view drawings for drafting documentation;
6. create sheet metal and mold parts, and an assembly;
7. translate an existing physical object into a 3D graphical solid model.

---

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

---

Major Topic Outline:

1. Introduction to the Solid Works software program.
2. Sketching in Solid Works.
3. Planes and Extrusions.
4. Fillets and Chamfers.
5. Revolves.
6. Holes and patterns.
7. Mirroring features.
8. Shell.
9. Sweeps.
10. 2D documentation.
11. Cosmetic threads and GTD. Assemblies.
12. 2D documentation of assemblies.
13. Sheet Metal Forging and molds Space Frame.
14. Kinematics.
15. Photo Works and Animator.
16. E-drawings.
17. Tool Box.

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)  PSU (Portland State University)  
 OSU (Oregon State University)  
 OSU-Cascade

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

Oregon State--ENGR 248  
Portland State--ME 123, part of block transfer  
Oregon Tech--CE 203, MET 241

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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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Engineering Science

**Submitter**

First Name: Eric  
Last Name: Lee  
Phone: 6163  
Email: elee

---

**Course Prefix and Number:** ENGR - 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:** Statics

**Course Description:**

First term of engineering mechanics sequence. This course focuses on the study of force systems acting on articles or rigid bodies under equilibrium conditions.

---

**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-252

**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?

**Yes**

**Co-reqs:** Prerequisite or corequisite: PH-211

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. draw complete free-body diagrams and correctly identify forces and moments arising from support reactions on a structure;
2. represent forces, moments, and couples in vector form;
3. apply the concept of static equilibrium to solve engineering problems in which a body is fixed in place;
4. calculate centroids and centers of mass for two-dimensional shapes.

---

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

---

Major Topic Outline:

1. General Engineering Principles.
2. Force Vectors.
3. Equilibrium of a Particle.
4. Force Systems Resultants.
5. Equilibrium of a Rigid Body.
6. Structural Analysis, Internal Forces.
7. Friction.
8. Center of Gravity and Centroid.

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)  PSU (Portland State University)
- OSU (Oregon State University)
- OSU-Cascade

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

Oregon Tech - ENGR 211  
OSU - ENGR 211  
PSU - EAS 211

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

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Engineering Science

**Submitter**

First Name: Eric  
Last Name: Lee  
Phone: 6163  
Email: elee

---

**Course Prefix and Number:** ENGR - 212

---

**# 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:** Dynamics

**Course Description:**

Kinematics, kinetics, work-energy, and impulse-momentum relationships of engineering systems. The course examines the fundamental principles of Newton's laws of motion, with applications to basic particles and rigid bodies in one, two, and three dimensions.

---

**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:** ENGR-211 and PH-211

**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. correctly draw a free body diagram for a particle or rigid body in motion;
2. apply Newton's second law to predict an object's acceleration in all directions;
3. describe the geometrical motion of an object based on its position, velocity, and acceleration;
4. identify appropriate situations in which the concepts of work & energy and impulse & momentum simplify kinetics calculations, and employ those techniques in the solution of dynamics problems.

---

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

---

Major Topic Outline:

1. Kinematics of a Particle.
2. Kinetics of a Particle: Force and Acceleration.
3. Kinetics of a Particle: Work and Energy.
4. Kinetics of a Particle: Impulse and Momentum.
5. Planar Kinematics of a Rigid Body.
6. Planar Kinetics of a Rigid Body: Force and Acceleration.
7. Planar Kinetics of a Rigid Body: Work and Energy.
8. Planar Kinetics of a Rigid Body: Impulse and Momentum.

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)  PSU (Portland State University)
- OSU (Oregon State University)
- OSU-Cascade

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

Oregon Tech - ENGR 212  
OSU - ENGR 212  
PSU - EAS 215

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

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Engineering Sciences

**Submitter**

First Name: Eric  
Last Name: Lee  
Phone: 6163  
Email: elee

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**Course Prefix and Number:** ENGR - 213

---

**# 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:** Strength of Materials

**Course Description:**

Introduces the relation of externally applied loads and their internal effects on deformable bodies, such as columns, shafts, beams and statically indeterminate structures or systems made up of such members.

---

**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:** ENGR-211

**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. determine the conditions of equilibrium based on the forces exerted on a structure;
2. describe the relationship between stress and strain in a given material;
3. analyze the internal stresses imposed by the supports and loading of a structure.

---

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

---

Major Topic Outline:

1. Stress and Strain.
2. Axial Loading.
3. Torsion.
4. Pure Bending.
5. Transverse Loading.
6. Transformations of Stress and Strain.
7. Design of Beams.

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

- OIT (Oregon Institute of Technology)  PSU (Portland State University)
- OSU (Oregon State University)
- OSU-Cascade

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

OIT - ENGR 213  
OSU - ENGR 213  
PSU - EAS 212

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

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Engineering Science

**Submitter**

First Name: Eric  
Last Name: Lee  
Phone: 6163  
Email: elee

---

**Course Prefix and Number:** ENGR - 221

---

**# Credits:** 4

**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:** Electrical Circuit Analysis I

**Course Description:**

Designed to give the student a thorough understanding of basic electrical circuit theory, this course covers voltage and current relationships and fundamental methods of circuit analysis. Electrical circuit parameters such as resistance, inductance, and capacitance will be examined through theory and laboratory experiments.

---

**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:** MTH-252

**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?

Yes

**Co-reqs:** ENGR-221L

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. explain how currents and voltages are produced and illustrate the mathematical and scientific relationship between them,
2. apply the basic laws of electrical circuits,
3. synthesize the concepts of circuit analysis in order to analyze complex circuit structures.

---

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

---

Major Topic Outline:

1. Circuit Variables.
2. Circuit Elements.
3. Simple Resistive Circuits.
4. Techniques of Circuit Analysis.
5. The Operational Amplifier.
6. Inductors and Capacitors.
7. Response of First Order RL and RC 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)

- OIT (Oregon Institute of Technology)
- PSU (Portland State University)
- OSU (Oregon State University)
- OSU-Cascade

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

OSU: ENGR 201  
PSU: ECE 221  
OIT: EE 221

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

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Engineering

**Submitter**

First Name: Eric  
Last Name: Lee  
Phone: 6163  
Email: elee@clackamas.edu

---

**Course Prefix and Number:** ENGR - 221L

---

**# Credits:** 0

**Contact hours**

Lecture (# of hours):  
Lec/lab (# of hours):  
Lab (# of hours): 33  
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:** Electrical Circuit Analysis I Lab

**Course Description:**

Lab Course for ENGR-221. Must be taken concurrently with ENGR-221.

---

**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?

**Yes**

**Co-reqs:** ENGR-221

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. explain how currents and voltages are produced and illustrate the mathematical and scientific relationship between them,
2. apply the basic laws of electrical circuits,
3. synthesize the concepts of circuit analysis in order to analyze complex circuit structures.

---

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

---

Major Topic Outline:

1. Circuit Variables.
2. Circuit Elements.
3. Simple Resistive Circuits.
4. Techniques of Circuit Analysis.
5. The Operational Amplifier.
6. Inductors and Capacitors.
7. Response of First Order RL and RC Circuits.

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)

- OIT (Oregon Institute of Technology)  PSU (Portland State University)
- OSU (Oregon State University)
- OSU-Cascade

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

PSU-ECE221  
OSU-ENGR201  
OIT-EE221

How does it transfer? (Check all that apply)

- required or support for major

:

First term to be offered:

Specify term: **Fall 2019**

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

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Engineering

**Submitter**

First Name: Eric  
Last Name: Lee  
Phone: 6163  
Email: elee

---

**Course Prefix and Number:** ENGR - 271

---

**# 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 Systems

**Course Description:**

The second course in digital design covers synchronous state machine circuits, microprocessor architecture, shift register devices, and the design of memory 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?

**No**

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** ENGR-171

**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?

Yes

Have you talked with the appropriate chair?

Yes (A "Yes" certifies you have talked with the chair and have received approval.)\*

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. design synchronous state machines through the application of Karnaugh maps;
2. design simple sequential logic circuits;
3. identify and demonstrate the ways in which digital system design is altered based on testability concepts;
4. accurately ascertain function, and input and output voltage levels and timing information from data sheets;
5. employ Verilog HDL to specify synchronous state machines;
6. select appropriate memory devices for large memory systems based on design needs.

---

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

---

Major Topic Outline:

1. Latches and flip flops.
2. Shift Register.
3. Synchronous state machine circuits.
4. Memory systems design and architecture.
5. Testability design.
6. Transmission line effects in high speed digital 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.

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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)

- OIT (Oregon Institute of Technology)       PSU (Portland State University)

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

PSU - ECE 271/271L  
OIT - EE 133

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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**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

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

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**# 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.

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**Course Title:** Environmental Science

**Course Description:**

Introduction to planning of parks and preserves, the scientific method, energy principles, fossil fuel recovery and use, renewable energy sources, nuclear energy, environmental toxicology, air pollution, ocean acidification, indoor air pollution, ozone depletion, and climate change.

---

**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 with a C or better or placement in MTH-065. 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?

✓ **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 the use of island biogeography, the edge effect, and migration corridors in planning parks and preserves; SC1
  2. describe the scientific method and laws of thermodynamics including forms and units of energy; SC1 and SC2
  3. describe major non-renewable energy sources and evaluate their positive and negative impacts to the environment and human health; SC1, SC2, and SC3
  4. describe major renewable energy sources and evaluate their environmental impacts; SC1 and SC2
  5. describe some of the sources and environmental and human health effects of air pollutants and methods for controlling them; SC1 and SC2
  6. describe the formation and destruction of ozone and the major environmental and health effects with its loss; SC1 and SC2
  7. describe historical changes in climate and explain anthropogenic climate change and its implications for the environment and human health. SC1 and SC3
-



## 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.
- P** 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

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

- 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

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

## Outcomes Assessment Strategies:

- |                                  |                               |
|----------------------------------|-------------------------------|
| ✓ <b>General Examination</b>     | ✓ <b>Projects</b>             |
| ✓ <b>Presentations</b>           | ✓ <b>Writing Assignments</b>  |
| ✓ <b>Thesis/Research Project</b> | ✓ <b>Multiple Choice Test</b> |

:

## Major Topic Outline:

1. Planning of parks and preserves.
  - a. Principles of island biogeography.
  - b. The edge effect.
  - c. Migration corridors.
2. The scientific method.
3. Energy principles, patterns of energy consumption, and energy management.
  - a. Forms of energy.
  - b. The laws of thermodynamics.
  - c. Units of energy.
  - d. Conservation of energy, increased energy efficiency, and cogeneration.
  - e. Integrated energy management.
4. Fossil fuels and the environment.

- a. Formation, distribution, and consumption of major fossil fuels.
  - b. Environmental effects of the recovery and use of fossil fuels.
5. Renewable energy and the environment.
- a. Availability of renewable energy sources.
  - b. Solar energy systems.
  - c. Fuel cells and hydrogen fuel.
  - d. Hydropower.
  - e. Wind power.
  - f. Biomass energy.
  - g. Geothermal energy.
  - h. Environmental costs and benefits of renewable energy sources.
6. Nuclear energy and the environment.
- a. Atomic structure and isotopes.
  - b. Energy from nuclear fission.
  - c. Nuclear radiation, radioactive decay, and the half life of a radioisotope.
  - d. Units of radiation.
  - e. Health effects of radiation.
  - f. Nuclear fallout.
  - g. Nuclear power plant accidents.
  - h. Radioactive waste management.
7. Pollution and toxicology.
- a. Point and nonpoint sources of pollutants.
  - b. Heavy metals.
  - c. Persistent organic pollutants.
  - d. Thermal pollution.
  - e. Noise pollution.
  - f. Toxic dose responses to pollutants.
8. Air pollution and control of air pollution.
- a. Sources and effects of criteria air pollutants.
  - b. Global dimming.
  - c. Causes and effects of acid rain.
  - d. Formation of photochemical smog.
  - e. Technologies for controlling air pollution.
  - f. The purpose of air quality standards.
9. Causes and effects of ocean acidification.
11. Indoor air pollution.
- a. Sources and possible health effects of common indoor air pollutants.
  - b. Sources and health effects of environmental tobacco smoke (ETS).
  - c. Sources, control, and health effects of radon gas.
11. Ozone depletion.
- a. The ozone layer or "ozone shield."
  - b. Absorption of ultraviolet radiation by ozone.
  - c. Measurement of stratospheric ozone.
  - d. The "ozone hole."
  - e. The role of CFCs (chlorofluorocarbons) in the depletion of ozone.
  - f. Potential effects of ozone depletion on the environment and human health.
  - g. The future of ozone depletion.
12. Climate change and global warming.
- a. The difference between weather and climate.
  - b. Long-term global climate change.
  - c. Techniques used to evaluate past climate.
  - d. Global warming and the greenhouse effect.
  - e. The major anthropogenic greenhouse gases.
  - f. Polar amplification of global warming.
  - g. Potential physical and biological effects of global warming.
  - h. Adjustments to global warming.

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)

- PSU (Portland State University)
- OSU (Oregon State University)
- OSU-Cascade
- UO (University of Oregon)

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

OSU (Oregon State University)  
ESR 172 = ENSC LDT

OSU-CASCADE  
ESR 172 = ENSC LDT

PSU (Portland State University)  
ESR 172 = ESM 102

UO (University of Oregon)  
ESR 172 = ENV5 120T

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.

OSU (Oregon State University): OSU website, office of admissions course equivalencies

OSU-Cascade: OSU website, office of admissions course equivalencies

PSU (Portland State University): PSU website, undergraduate admissions transferology course articulation

UO (University of Oregon): UO website, office of registrar transfer course equivalencies

OSU-Cascade

First term to be offered:

Specify term: Winter 2019

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

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Horticulture

Submitter

First Name: April

Last Name: Chastain

Phone: 3055

Email: april.chastain

---

**Course Prefix and Number:** HOR - 111

**# Credits:** 2

Contact hours

Lecture (# of hours):

Lec/lab (# of hours): 44

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:** Horticulture Practicum/Fall

Course Description:

Practical experience with seasonal horticulture activities in the areas of container nurseries, greenhouses, landscape management, arboriculture, and organic food 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):** Horticulture AAS & Certificate, Landscape 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?

✓ **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 efficient use and proper maintenance of horticultural tools and equipment;
- 2.demonstrate safe use of personal protective equipment when working with tools and power equipment;
- 3.demonstrate skills in industry-standard landscaping, arboriculture, nursery, greenhouse and organic farming practices for the fall season;
- 4.apply teamwork and communication skills.

---

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

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Major Topic Outline:

- 1.Use and Maintain Hand Tools
  - a.Tool storage (methods and reasons)
  - b.Proper use of hand tools
  - c.Maintain hand tools through appropriate cleaning, sharpening and lubricating
- 2.Power Equipment
  - a.Types of equipment used in the greenhouse, nursery and landscape
  - b.Safe operation of power equipment
- 3.Nursery and Greenhouse Practices
  - a.Methods and applications for overwintering plants
  - b.Seed and cutting propagation
  - c.Efficient methods for potting up container plants
- 4.Landscape and Arboriculture Practices
  - a.Preparing the landscape for winter
  - b.Preparing the planting site
  - c.Fertilizers
  - d.Pruning
  - e.Transplanting trees, shrubs and herbaceous plants
- 5.Organic Farming practices
  - a.Preparing beds for planting
  - b.Planting winter food crops
  - d.Season extension practices
- 6.Teamwork and Communication
  - a.Participate as effective team members in project assignments and contribute fairly to the task
  - b.Work safely around others
  - c.Interpret written or spoken directions to complete a task
  - d.Clearly and concisely present information to a group
  - e.Track and analyze labor and production 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          | <b>No</b>  |
| 3. Prevent environmental degradation | <b>Yes</b> |
| 4. Clean up natural environment      | <b>Yes</b> |
| 5. Supports green services           | <b>No</b>  |

Percent of course: 10%

First term to be offered:

**Specify term:** **Fall 2019**

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

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Horticulture

**Submitter**

First Name: April

Last Name: Chastain

Phone: 3055

Email: april.chastain

---

**Course Prefix and Number:** HOR - 122

---

**# 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:** Greenhouse I

**Course Description:**

Environmental influences on plant growth, crop scheduling, greenhouse structures and equipment. Emphasis on foliage and flowering potted plant 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):** Horticulture 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. describe the principles of plant growth as well as physiological processes;
2. analyze production techniques and systems including heating and cooling systems as well as equipment and tools;
3. distinguish assigned crops and be able to identify them as well as water, fertilizer, soil/media, light, and temperature and their role in greenhouse crop production;
4. describe plant disorders including insects and diseases as well as diagnose plant disorders;
5. define the components in integrated pest management for greenhouse crops.

---

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

---

Major Topic Outline:

1. Introduction to Greenhouse Crops.
  - a. Principles of plant growth.
  - b. Plant physiological processes.
  - c. Production techniques and systems.
  - d. Plant identification.
2. Growing Structures.
  - a. Heating and cooling systems.
  - b. Equipment and tools.
3. Controlling Plant Growth.
  - a. Water.
  - b. Fertilizer.
  - c. Soil/Media.
  - d. Light.
  - e. Temperature.
  - f. Definition of electrical conductivity (EC) and pH of water and soil.
  - g. Calculation of fertilizers as they relate to plant growth and quality.
4. Plant Disorders.
  - a. Greenhouse pests.
  - b. Plant diseases.
  - c. Diagnosing plant disorders.

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 **No**



- 4. Clean up natural environment
- 5. Supports green services

**No**  
**Yes**

Percent of course: 10%

First term to be offered:

**Specify term:** Fall 2019

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

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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 - 125

**# 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:** Food Production in the Willamette Valley

**Course Description:**

Exploration of historical, ethical, practical and scientific aspects of food production systems with a focus on the economic, social and environmental impacts of food and farming. Strengths and weakness of the agricultural system over time will be examined.

---

**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):** Organic Farming CC

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?

✓ **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. participate in discussions of the social, political, and cultural issues involved in creating a more sustainable food system;
2. analyze the different food crops suitable for growing and marketing in the urban food shed of the Northern Willamette Valley;
3. outline the changes of food crops grown in the northern Willamette Valley over historical time;
4. interpret enterprise budgets for selected crops.

---

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

---

Major Topic Outline:

1. Crop selection factors for success.
2. Distribution methods.
3. Ecological decision making.
4. Farm history of production.
5. Farm planning/environmental 'concerns'.
6. Labor issues - historical and present.
7. Processors.
8. Water rights.
9. Climate change.
10. Enterprise budgets for selected crops.

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%

First term to be offered:

**Specify term: Fall 2019**



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

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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 - 133

---

**# Credits:** 2

**Contact hours**

Lecture (# of hours):

Lec/lab (# of hours): **44**

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:** Horticulture Practicum/Winter

**Course Description:**

**Practical experience with seasonal (winter) horticulture activities in the areas of container nurseries, greenhouses, and landscape 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):** Horticulture AAS & Certificate, Landscape AAS

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** HOR-111

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.demonstrate skills in industry-standard horticulture practices for winter;
- 2.demonstrate skills in appropriate pruning methods for woody landscape plants;
- 3.demonstrate skills in propagating plants from seeds and cuttings in the greenhouse environment;
- 4.identify key insect pests in the greenhouse;
- 5.apply teamwork and communication skills.

---

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

---

Major Topic Outline:

- 1.Nursery/Greenhouse.
  - a.Cutting collection.
  - b.Media preparation.
  - c.Cutting making: hormones, sticking and spacing.
  - d.Crop records.
  - e.Propagation of bedding plants from seed.
  - f.Efficient method for potting up rooted cuttings and plugs.
  - g.Monitoring/maintaining conditions for overwintering plants in the hoophouse.
- 2.Landscape practices.
  - a.Pruning trees and shrubs.
  - b.Winter activities in the landscape.
  - c.Develop a maintenance plan for the following season
- 3.Pest identification and control.
  - a.Identifying weeds in the greenhouse, landscape and nursery.
  - b.Methods of non-chemical weed control.
  - c.Use of appropriate weeding tools.
  - d.Scouting programs for pests in greenhouses.
  - e.Greenhouse pest ID.
- 4.Teamwork and Communication
  - a.Participate as effective team members in project assignments and contribute fairly to the task
  - b.Work safely around others
  - c.Interpret written or spoken directions to complete a task
  - d.Track and analyze labor and production rates

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%

First term to be offered:

**Specify term:** **Winter 2019**

---

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

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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 - 142

---

**# 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:** Greenhouse II

Course Description:

Detailed study of environmental influences on individual crops, their requirements, scheduling, including annual, biennial, and perennial plant 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):** Horticulture AAS

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** HOR-122

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. explain the efficient use of greenhouse production tools and equipment and learn to manipulate the greenhouse environment in order to influence plant quality;
2. distinguish among the important components of effective mixed baskets using aesthetically pleasing and culturally appropriate varieties;
3. demonstrate skills to identify major varieties;
4. identify pest management systems, which include integrated pest management strategies, and pesticide selection as well as pesticide application equipment;
5. develop a fertilization program for pack, potted, and basket crops.

---

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

---

Major Topic Outline:

1. Flowering Crops and Bedding Plants.
  - a. Crop identification.
2. Environmental Influences on Plant Growth.
  - a. Soils, fertilizers, and water.
  - b. Crop scheduling/propagation.
  - c. Crop quality in the greenhouse and the market place.
3. Identification & Control of Greenhouse Pests and Diseases and Systems to Prevent and Control These.
4. Diagnosis of Plant Disorders and Systems to Prevent and Control Disorders.
5. Equipment Used in the Greenhouse Industry.
6. Value-Added Crops.
  - a. Mixed baskets.
  - b. Hanging baskets.
7. Crop Scheduling & Marketing.
8. Post Production Care.

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>No</b>  |
| 3. Prevent environmental degradation | <b>No</b>  |
| 4. Clean up natural environment      | <b>No</b>  |

5. Supports green services

Yes

Percent of course: 25%

First term to be offered:

Specify term: Spring 2020

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

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Horticulture

Submitter

First Name: **April**

Last Name: **Chastain**

Phone: **3055**

Email: **april.chastain**

---

**Course Prefix and Number:** HOR - 143

---

**# Credits:** 2

Contact hours

Lecture (# of hours):

Lec/lab (# of hours): **44**

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:** Horticulture Practicum/Spring

Course Description:

**Practical experience with seasonal (spring) horticulture activities in the areas of container nurseries, greenhouses, and landscape 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):** Horticulture AAS & Certificate, Landscape AAS

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** HOR-133

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.demonstrate skills in industry-standard horticulture practices for spring;
- 2.demonstrate safe use of personal protective equipment when working with tools and power equipment;
- 3.demonstrate skills for growing plants in the greenhouse environment and preparing them for market;
- 4.plan, organize and implement a landscape or greenhouse project, keep records, and evaluate the outcome;
- 5.apply teamwork and communication skills.

---

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

---

Major Topic Outline:

- 1.Nursery/Greenhouse.
  - a.Reasons and methods for efficient transplanting.
  - b.Monitoring greenhouse temperatures.
  - c.Bedding plant crop production.
  - d.Preparing plants for market.
  - e.Crop records.
  - f.Propagation of bedding plants from seed.
  - g.Fertilization needs for containerized plants.
- 2.Landscape Practices.
  - a.Pruning trees and shrubs.
  - b.Herbaceous perennial ID.
  - c.Fertilization and soil pH adjustment.
  - d.Soil amending materials.
  - e.Use and benefits of mulch.
  - f.Landscape installation.
  - g.Landscape maintenance/materials.
- 3.Teamwork and Communication
  - a.Participate as effective team members in project assignments and contribute fairly to the task
  - b.Work safely around others
  - c.Interpret written or spoken directions to complete a task
- 4.Project Management
  - a.Project planning.
  - b.Identify and prioritize tasks.
  - c.Estimate labor hours.
  - d.Supervise the project.
  - e.Keep records and assess 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 | Yes |
| 4. Clean up natural environment      | Yes |
| 5. Supports green services           | No  |

Percent of course: 20%

First term to be offered:

Specify term: **Spring 2019**

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

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**Section #1 General Course Information**

**Department:** Horticulture

**Submitter**

First Name: **April**  
Last Name: **Chastain**  
Phone: **3055**  
Email: **a**

---

**Course Prefix and Number:** HOR - 222

---

**# 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:** Horticultural Computer Applications

**Course Description:**

Utilizes database, spreadsheet, word-processing, PowerPoint, social media and other computer programs for record keeping and management and marketing for horticulture businesses.

---

**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

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

**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?

✓ **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 PowerPoint presentations;
- 2.use excel to track, manipulate and chart data;
- 3.create word processing documents;
- 4.research and use a variety of online applications relevant to a horticulture business.

---

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

---

Major Topic Outline:

1. PowerPoint
  - a. Review basic skills
  - b. Formatting
  - c. Presentation quality
2. Spreadsheet
  - a. Review basic skills
  - b. Enter and calculate data using existing worksheet
  - c. Enter simple formulas
  - d. Formatting
  - e. Create charts
3. Word-processing
  - a. Review basic skills
  - b. Formatting
  - c. Document design
  - d. Compatibility with other programs
4. Internet Tools
  - a. Review several online sites that can provide a business with a Web Presence
  - b. Research and use current tools and applications (mapping tools, survey instruments, etc.)
  - c. Discussion of privacy, copyright, and ethical use

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 | <b>No</b> |
| 4. Clean up natural environment      | <b>No</b> |
| 5. Supports green services           | <b>No</b> |

Percent of course: 0%

First term to be offered:

**Specify term:** **Winter 2019**

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

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Horticulture

Submitter

First Name: April

Last Name: Chastain

Phone: 3055

Email: april.chastain

---

**Course Prefix and Number:** HOR - 225

---

**# 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:** Arboriculture I

Course Description:

Management of trees in residential, commercial, and urban landscapes. Follows course materials prepared by the International Society of Arboriculture (ISA). Topics covered include tree anatomy, selection, installation, response to damage, soil characteristics, pruning techniques and diagnosis of pest problems. Prepares student for Arboriculture II.

---

**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, 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?

✓ **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 basic tree anatomy and physiology;
2. identify and describe the growth patterns of tree crowns, roots and trunks;
3. sketch compartmentalization of decay in trees;
4. list the common characteristics of urban soils relevant to tree health;
5. define engineered soils and assess their utility to tree health;
6. identify methods used to modify soil chemical, physical and biological properties;
7. list key factors to consider in tree selection;
8. describe the recommended tree planting recommendations for bare root, containerized and ball-and-burlap trees;
9. explain the advantages and disadvantages of bare root, containerized and ball-and-burlap trees relative to planting practices;
10. evaluate landscape installation practices for a new building site;
11. formulate an appropriate Tree Preservation Plan for 2 different trees;
12. describe and be able to illustrate International Society of Arboriculture pruning guidelines for trees;
13. employ the systematic process for accurately diagnosing a tree pest problem.

---

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

---

Major Topic Outline:

1. Tree anatomy & growth patterns.
2. Review of ISA tree list for Pacific Northwest.
3. Management of the tree's environment.
4. Soil relations, water management, fertilization.
5. Site considerations.
6. Tree selection, installation, and establishment.
7. Pruning concepts and techniques.
8. Tree problem diagnosis.
9. Cultural maladies.
10. Biotic & abiotic disorders.
11. Plant health care.
12. Compartmentalization of decay in trees.

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          | <b>No</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: 50%

First term to be offered:

**Specify term:** **Fall 2019**

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

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Horticulture

**Submitter**

First Name: **April**

Last Name: **Chastain**

Phone: **3055**

Email: **april.chastain**

---

**Course Prefix and Number:** HOR - 260

---

**# 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:** Arboriculture II

**Course Description:**

Evaluation, assessment and management of trees in the urban environment. Covers monetary and ecosystem values for trees, property development considerations, tree appraisals, tree inventories, risk assessments, and crew management. Together with Arboriculture I, this class will prepare students for passing the ISA Certified Arborist exam.

---

**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 & Landscape Management AAS

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** HOR-225

**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 the role of trees in urban ecosystems;
- 2.explain basic tree biomechanics principles as they relate to tree health;
- 3.explain tree challenges confronted in property development projects;
- 4.perform plant appraisals;
- 5.perform and evaluate tree risk assessments;
- 6.explain the purpose and process for completing tree inventories;
- 7.explain the impact of utilities on tree management;
- 8.identify key aspects of successful crew management.

---

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

---

Major Topic Outline:

- 1.Role of Trees in Urban Ecosystems
  - a.Stormwater capture
  - b.Wildlife habitat
  - c.Calming effect
  - d.Erosion reduction
  - e.Temperature modification
  - f.Property value
- 2.Tree Biomechanics Relating to Tree Health
  - a.Normal tree form
  - b.Tree form modifications as response to stresses
  - c.Visual Tree Assessment as relates to biomechanics
- 3.Tree Challenges in Development Projects
  - a.Street improvements (streets, sidewalks)
  - b.New construction around existing trees
- 4.Plant Appraisals
  - a.Plant appraisal process
  - b.Approaches to value
  - c.Factors in plant appraisal

- d. Professional consideration and responsibilities
- e. Report writing
- 5. Tree Risk Assessments (hazard tree evaluation)
  - a. Factors to consider
  - b. Tools that assist in assessment
  - c. Writing the Form
  - d. Conveying information to the client
- 6. Tree Inventories
  - a. Objectives of tree inventories
  - b. Tools that assist in inventory
  - c. Inventories done by volunteers vs. professionals
  - d. Examples of completed inventories
- 7. Utilities
  - a. Electrical hazards
  - b. Planting considerations
  - c. Management schedule
- 8. Crew Management
  - a. Training
  - b. Ethics
  - c. Communication skills
  - d. Labor 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>Yes</b> |
| 4. Clean up natural environment      | <b>No</b>  |
| 5. Supports green services           | <b>Yes</b> |

Percent of course: 30%

First term to be offered:

Specify term: **Winter 2020**

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

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**Section #1 General Course Information**

**Department:** Education, Human Services and Criminal Justice

**Submitter**

First Name: Yvonne  
Last Name: Smith  
Phone: 3207  
Email: yvones

---

**Course Prefix and Number:** HS - 104

---

**# 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:** Using Diagnostic Criteria in Addiction Treatment

**Course Description:**

This course will present an overview of The American Society of Addiction Medicine (ASAM) Criteria and the Diagnostic and Statistical Manual (DSM) criteria related to addiction and substance use. Students will gain familiarity with the use of the ASAM Criteria to enhance the use of multidimensional assessments to develop patient-centered service plans. Students will also gain knowledge about the use of the DSM Manual to guide diagnosis and treatment of Substance Use Disorders.

---

**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):** Career pathway Certificate-Alcohol and Drug Counselor; AAS Human Services Generalist

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. identify and describe the key components of ASAM's patient placement criteria;
2. differentiate between the general criteria used to guide level of care recommendations;
3. identify and compare ASAM's six dimensions of assessment;
4. describe the diagnostic criteria for substance use disorders in the DSM;
5. compare and contrast the use of the ASAM and DSM criteria when working with clients.

---

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

---

Major Topic Outline:

1. Historical foundations of addiction diagnosis and treatment
2. The ASAM Criteria
3. The DSM criteria for substance use disorders
4. Matching Multidimensional Severity and Level of Function with Intensity of Service
5. Service Planning and Placement

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%

First term to be offered:

**Specify term:** SUMMER 2016

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

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**Section #1 General Course Information**

**Department:** ECED - Education & Human Services

Submitter

First Name: Yvonne  
Last Name: Smith  
Phone: 3207  
Email: yvones

---

**Course Prefix and Number:** HS - 216

---

**# 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:** Group Counseling Skills

Course Description:

This course provides students with strategies and skills for group work with a variety of clients. Explores leadership styles and skills, group formation and stages, and the ethics of working with groups. Will address knowledge needed to develop, run, and evaluate groups for a variety of human service topics, including substance abuse. Theories of therapeutic group work will also be discussed.

---

**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):** Human Services Generalist Programs

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**

✓ **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 stages of group development,
2. demonstrate a variety of group leadership skills,
3. evaluate his/her own group leadership style,
4. apply current group theory to the development and administration of groups,
5. delineate the application of group work to a variety of settings, including substance abuse;
6. apply ethical guidelines to the use of groups in human services.

---

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

---

Major Topic Outline:

1. The Role of Groups in Human Services.
2. Legal and Ethical Concerns in Group work.
3. Stages of Group Development.
4. Models of Group Leadership.
5. Planning and Evaluating Effective Groups.
6. Group work with Specific Populations.
7. The Role of Theory in Human Service Groups.

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%

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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**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?

✓ **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. 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       | <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)

:

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              
  

**Section #1 General Course Information**

**Department:** Health Sciences Department: Allied Health

**Submitter**

First Name: Karen  
Last Name: Maynard  
Phone: 0695  
Email: kmaynard

---

**Course Prefix and Number:** MA - 110

---

**# 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:** Medical Terminology

**Course Description:**

This course provides the foundational principles required for understanding medical terms used to communicate effectively within the healthcare field. This includes word meaning and discerning the difference between look-alike and sound-alike words through correct spelling and pronunciation. Students will develop the ability to read and comprehend the content of medical records and reports. Through the review of body systems this course includes introductions to disease processes, basic anatomy and physiology and associated terminology. This course is required prerequisite for Medical Assistant and Clinical Laboratory Assistant students.

---

**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):** Medical Assistant Certificate & Clinical Laboratory Assistant

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 Only

**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 medical terms and abbreviations related to medical procedures and body systems;
2. demonstrate correct pronunciation of common medical terms;
3. demonstrate correct spelling when writing medical terms;
4. discern between sound alike and look-alike terms;
5. demonstrate knowledge of commonly accepted medical symbols and abbreviations;
6. identify medical terms by labeling word affixes: prefixes, suffixes, root words, and combining forms;
7. describe structural organization of the human body and identify body systems;
8. interpret the meaning of medical terminology used in medical reports.

---

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

---

Major Topic Outline:

1. Introduction to medical terminology
2. Building a medical word
  - a. Root words
  - b. Suffixes
  - c. Prefixes
  - d. Combining forms
  - e. Accepted acronyms and abbreviations
3. Human health and disease
4. Medical terms by review of body systems
  - a. Skeletal
  - b. Muscular
  - c. Cardiovascular
  - d. Lymphatic & immune
  - e. Endocrine
  - f. Nervous system
  - g. Special senses: eye & ears
  - h. Respiratory
  - i. Digestive
  - j. Urinary
  - k. Reproductive
  - l. Vascular
  - m. Pharmacology

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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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Health Sciences Department: Allied Health

**Submitter**

First Name: Karen  
Last Name: Maynard  
Phone: 0695  
Email: kmaynard

---

**Course Prefix and Number:** MA - 145

---

**# 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:** Insurance & Health Information Management

**Course Description:**

This course introduces medical assisting students to practical applications for billing medical insurance both manually and electronically. The course is designed to instruct the student in all phases of billing and insurance procedures and entry level Electronic Health Record software for the management of medical records. It also teaches Front Office finance skills including bookkeeping, banking and collections. The students are also introduced to basic ICD-10 Diagnosis and Procedural coding skills. This course is required for medical assistant students. This course does not meet the requirements for Insurance Coder certification. Required: Student Petition.

---

**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):** Medical Assistant Certificate

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** MA-110 and WR-121. Prerequisite or Corequisite: BI-120, or BI-101 and BI-102, or BI-231 and BI-232 and BI-233

**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?

**Yes**

**Co-reqs:** MA-112

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

**Yes**

**Recommendations:**

**Requirements:** Medical Assistant students only. 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 Only

**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 proper utilization of basic forms for patient registration, fees and insurance claims forms;
2. demonstrate the correct usage of CPT, HCPCS and ICD-10 billing codes;
3. identify basic coding guidelines, including Fraud, Waste and Abuse;
4. demonstrate correct insurance billing, including managing the "life-cycle" of a claim through payment/denial;
5. demonstrate computerized and manual bookkeeping and banking skills;
6. demonstrate accurate entry level EHR applications;
7. differentiate between types of medical health insurance;
8. demonstrate knowledge of laws and regulations pertaining to healthcare, such as HIPAA, Meaningful Use, HITECH Act, False Claims Act, Fair Debt Collections Act (FDCA), and Stark Law and others;
9. apply medical terminology appropriately to health insurance claim forms.

---

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

---

**Major Topic Outline:**

1. Terminology
  - a. Medical terminology
  - b. Insurance terminology
  - c. Bookkeeping and Banking terminology
  - d. Electronic Health Record terminology
2. Health insurance claim forms
  - a. Preauthorization and Referrals
- b. Nuances between types of insurances
- c. Procedural codes: CPT coding and Modifiers

- d. Diagnostic coding: ICD-10
- e. HCPCS coding
- f. CMS 1500 02/12
- g. Third party guidelines
- h. NPI
- 3. Bookkeeping and Banking
  - a. Bookkeeping terminology
  - b. Post entries to a Day Sheet
  - i. Manual
  - ii. Electronic
- c. Manually and electronically post charges, payments and adjustments, refunds and NSF
- d. Manual and electronic banking curriculum
- 4. Entry Level skills in Electronic Health Record
  - a. Registering and scheduling patient and daily appointments
  - b. Inputting clinical information into the patient chart
  - c. Completing claims, billing and coding skills in a patient chart
  - d. Updating ledgers and Day sheets and completing patient statements

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%

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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**Section #1 General Course Information**

**Department:** Mathematics

**Submitter**

First Name: Stefan  
Last Name: Baratto  
Phone: 3325  
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 sequence designed for career-technical students. The topics focus on critical thinking, problem solving, and mathematical communication using applications in arithmetic, algebra, 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 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

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?

✓ **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 linear equations in one variable;
5. use algebra 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.

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%

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

**Section #1 General Course Information**

**Department:** Music

Submitter

First Name: Kathleen  
Last Name: Hollingsworth  
Phone: 6299  
Email: kathleen.hollingsworth

---

**Course Prefix and Number:** MUP - 122

---

**# Credits:** 2

Contact hours

Lecture (# of hours):  
Lec/lab (# of hours): 22  
Lab (# of hours): 33  
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:** Chamber Choir

Course Description:

Select vocal ensemble which rehearses and performs choral music from the Renaissance to the 21st century. Provides preparation for entering professional fields of music and performance. Emphasis on a cappella singing applied to appropriate chamber music. Recommended for vocal music majors. Enrollment by audition. May be repeated for up to 6 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?** 6

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:** A desire to sing in a large and fun ensemble. An interest in exploring the roots of American music

**Requirements:** Enrollment by audition. Students wishing to register for chamber choir should have experience reading music OR have prior experience singing in choir. If



not, the student will agree to take either MUS-117 Sightreading, MUS-101, 102 or 103 Music Fundamentals or MUS-127, 128 or 129 Keyboard Skills I while registering for Chamber Choir

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. apply the fundamentals of singing in an ensemble such as balance, blend, intonation and rhythmic precision;
2. demonstrate the expressive elements of music such as phrasing and dynamics;
3. recognize tonal precision through advanced breathing and placement techniques;
4. demonstrate performance practices as they apply to the interpretation of choral music from the Renaissance through the 21st Century;
5. illustrate lyric diction as it applies to various cultures;
6. use a systematic approach to sight singing.

---

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

---

Major Topic Outline:

1. Rehearsal.
2. Performance.
3. Listening.
4. Lecture.
5. Demonstrations.
6. Concert tours.
7. Festival participation.
8. Guest conductors, soloists, and ensembles.

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)

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

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

Chamber choir, Mixed choir, women's/men's choir

How does it transfer? (Check all that apply)

**required or support for major**

**general elective**

:

First term to be offered:

Specify term: **Fall 2015**

---

**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 - 141

---

**# Credits:** 1

**Contact hours**

Lecture (# of hours):

Lec/lab (# of hours): 22

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:** College Orchestra

**Course Description:**

Performance and study of orchestral literature. College students may earn credit for playing in one of several approved orchestral groups. Minimum of one performance per term. May be repeated for up to 8 credits. Required: Student Petition.

---

**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? 8

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?

No

Are there corequisites to this course?

No

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

Yes

**Recommendations:**

**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?

- ✓ **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 common orchestral styles;
2. demonstrate an understanding of basic orchestral phrasing;
3. demonstrate basic skills necessary to perform in an orchestra.

---

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

---

**Major Topic Outline:**

1. Music sight reading.
  - a. Determine strengths/weaknesses of the ensemble.
2. Performance repertoire selection.
  - a. Based on results of sight reading.
  - b. Parts assigned.
  - c. Recorded examples researched.
3. Performance repertoire rehearsal.
  - a. Sectional rehearsals.
  - b. Ensemble rehearsals.
  - c. Listening to recorded examples.
4. Performance of repertoire.
  - a. Public concerts.

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)

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

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

Orchestra

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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**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 - 171

---

**# 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: Piano

**Course Description:**

College-level 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. Required: Student Petition.

---

**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?

**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:** College-level performance ability. 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?

- ✓ **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 first-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       | <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)

- EOU (Eastern Oregon University)
- PSU (Portland State University)
- OSU (Oregon State University)
- SOU (Southern Oregon University)
- OSU-Cascade
- UO (University of Oregon)
- 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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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Music

**Submitter**

First Name: Lars

Last Name: Campbell

Phone: 3384

Email: lars.campbell

---

**Course Prefix and Number:** MUP - 171J

---

**# 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 Piano

**Course Description:**

College-level 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. Required: Student Petition.

---

**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?

**No**

Are there corequisites to this course?

**No**

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

**Yes**

**Recommendations:**

**Requirements:** College-level performance ability. 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?

- ✓ **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 first-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       | <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)

- EOU (Eastern Oregon University)
- PSU (Portland State University)
- OSU (Oregon State University)
- SOU (Southern Oregon University)
- OSU-Cascade
- UO (University of Oregon)
- 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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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Music

**Submitter**

First Name: Lars

Last Name: Campbell

Phone: 3384

Email: lars.campbell

---

**Course Prefix and Number:** MUP - 171R

---

**# 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 Piano

**Course Description:**

College-level 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. Required: Student Petition.

---

**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?

**No**

Are there corequisites to this course?

**No**

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

**Yes**

**Recommendations:**

**Requirements:** College-level performance ability. 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?

- ✓ **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 first-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       | <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?
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Which OUS schools will the course transfer to? (Check all that apply)

- PSU (Portland State University)
- OSU (Oregon State University)
- OSU-Cascade
- SOU (Southern Oregon University)
- UO (University of Oregon)
- 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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**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 - 174

---

**# 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: Voice

**Course Description:**

College-level 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. Required: Student Petition.

---

**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?

**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:** College-level performance ability. 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?

- ✓ **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 first- 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       | <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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- PSU (Portland State University)
- OSU (Oregon State University)
- SOU (Southern Oregon University)
- OSU-Cascade
- UO (University of Oregon)
- 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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**Clackamas Community College**  
Online Course/Outline Submission System

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Music

**Submitter**

First Name: Lars

Last Name: Campbell

Phone: 3384

Email: lars.campbell

---

**Course Prefix and Number:** MUP - 174J

---

**# 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:**

College-level 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. Required: Student Petition.

---

**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?

**No**

Are there corequisites to this course?

**No**

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

**Yes**

**Recommendations:**

**Requirements:** College-level performance ability. 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?

- ✓ **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 first- 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       | <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)

- EOU (Eastern Oregon University)
- PSU (Portland State University)
- OSU (Oregon State University)
- SOU (Southern Oregon University)
- OSU-Cascade
- UO (University of Oregon)
- 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 education or distribution requirement
- general elective

:

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              
  

**Section #1 General Course Information**

**Department:** Music

**Submitter**

First Name: Lars

Last Name: Campbell

Phone: 3384

Email: lars.campbell

---

**Course Prefix and Number:** MUP - 178J

---

**# 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:**

College-level 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. Required: Student Petition.

---

**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?

**No**

Are there corequisites to this course?

**No**

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

**Yes**

**Recommendations:**

**Requirements:** College-level performance ability. 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?

- ✓ **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 first- 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       | <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?
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- PSU (Portland State University)
- OSU (Oregon State University)
- SOU (Southern Oregon University)
- OSU-Cascade
- UO (University of Oregon)
- 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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**Clackamas Community College**  
Online Course/Outline Submission System

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Music

**Submitter**

First Name: Lars

Last Name: Campbell

Phone: 3384

Email: lars.campbell

---

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

---

**# 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:**

College-level 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. Required: Student Petition.

---

**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?

**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:** College-level performance ability. 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?

- ✓ **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 first- 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       | <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)

- EOU (Eastern Oregon University)
- PSU (Portland State University)
- OSU (Oregon State University)
- SOU (Southern Oregon University)
- OSU-Cascade
- UO (University of Oregon)
- 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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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Music

**Submitter**

First Name: Lars

Last Name: Campbell

Phone: 3384

Email: lars.campbell

---

**Course Prefix and Number:** MUP - 180J

---

**# 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:**

College-level 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. Required: Student Petition.

---

**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?

**No**

Are there corequisites to this course?

**No**

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

**Yes**

**Recommendations:**

**Requirements:** College-level performance ability. 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?

- ✓ **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 first- 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       | <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)

- EOU (Eastern Oregon University)
- PSU (Portland State University)
- OSU (Oregon State University)
- SOU (Southern Oregon University)
- OSU-Cascade
- UO (University of Oregon)
- 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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**Clackamas Community College**  
Online Course/Outline Submission System

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Music

**Submitter**

First Name: Lars

Last Name: Campbell

Phone: 3384

Email: lars.campbell

---

**Course Prefix and Number:** MUP - 180R

---

**# 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:**

College-level 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. Required: Student Petition.

---

**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?

**No**

Are there corequisites to this course?

**No**

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

**Yes**

**Recommendations:**

**Requirements:** College-level performance ability. 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?

- ✓ **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 first-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       | <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)

**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

:

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

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Music

**Submitter**

First Name: Lars

Last Name: Campbell

Phone: 3384

Email: lars.campbell

---

**Course Prefix and Number:** MUP - 181J

---

**# 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:**

College-level 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. Required: Student Petition.

---

**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?

**No**

Are there corequisites to this course?

**No**

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

**Yes**

**Recommendations:**

**Requirements:** College-level performance ability. 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?

- ✓ **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 first- 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       | <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?
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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)
- OSU (Oregon State University)
- SOU (Southern Oregon University)
- OSU-Cascade
- UO (University of Oregon)
- 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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**Clackamas Community College**  
Online Course/Outline Submission System

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Music

**Submitter**

First Name: Lars

Last Name: Campbell

Phone: 3384

Email: lars.campbell

---

**Course Prefix and Number:** MUP - 183J

---

**# 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:**

College-level 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. Required: Student Petition.

---

**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?

**No**

Are there corequisites to this course?

**No**

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

**Yes**

**Recommendations:**

**Requirements:** College-level performance ability. 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?

- ✓ **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 first- 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       | <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)

- EOU (Eastern Oregon University)
- PSU (Portland State University)
- OSU (Oregon State University)
- SOU (Southern Oregon University)
- OSU-Cascade
- UO (University of Oregon)
- 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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**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 - 184J

---

**# 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:**

College-level 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. Required: Student Petition.

---

**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?

**No**

Are there corequisites to this course?

**No**

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

**Yes**

**Recommendations:**

**Requirements:** College-level performance ability. 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?

- ✓ **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 first- 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       | <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)

- EOU (Eastern Oregon University)
- PSU (Portland State University)
- OSU (Oregon State University)
- SOU (Southern Oregon University)
- OSU-Cascade
- UO (University of Oregon)
- 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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**Clackamas Community College**  
Online Course/Outline Submission System

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Music

**Submitter**

First Name: Lars

Last Name: Campbell

Phone: 3384

Email: lars.campbell

---

**Course Prefix and Number:** MUP - 186J

---

**# 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:**

College-level 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. Required: Student Petition.

---

**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?

**No**

Are there corequisites to this course?

**No**

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

**Yes**

**Recommendations:**

**Requirements:** College-level performance ability. 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?

- ✓ **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 first- 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       | <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)

- EOU (Eastern Oregon University)
- PSU (Portland State University)
- OSU (Oregon State University)
- SOU (Southern Oregon University)
- OSU-Cascade
- UO (University of Oregon)
- 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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**Clackamas Community College**  
Online Course/Outline Submission System

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Music

**Submitter**

First Name: Lars

Last Name: Campbell

Phone: 3384

Email: lars.campbell

---

**Course Prefix and Number:** MUP - 188J

---

**# 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:**

College-level 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. Required: Student Petition.

---

**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?

**No**

Are there corequisites to this course?

**No**

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

**Yes**

**Recommendations:**

**Requirements:** College-level performance ability. 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?

- ✓ **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 first- 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       | <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)

- EOU (Eastern Oregon University)
- PSU (Portland State University)
- OSU (Oregon State University)
- SOU (Southern Oregon University)
- OSU-Cascade
- UO (University of Oregon)
- 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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**Clackamas Community College**  
Online Course/Outline Submission System

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Music

**Submitter**

First Name: Lars

Last Name: Campbell

Phone: 3384

Email: lars.campbell

---

**Course Prefix and Number:** MUP - 191J

---

**# 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:**

College-level 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. Required: Student Petition.

---

**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?

**No**

Are there corequisites to this course?

**No**

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

**Yes**

**Recommendations:**



**Requirements:** College-level performance ability. 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?

- ✓ **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 first- 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       | <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?

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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)
- 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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**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 - 202

---

**# Credits:** 2

**Contact hours**

Lecture (# of hours):

Lec/lab (# of hours): 44

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:** Wind Ensemble

**Course Description:**

For non-majors and music majors. Introduction and study of traditional and contemporary band literature. This is the second year of a two-year course of study that includes performance, study of common styles and practices of historically and culturally significant composers/arrangers, and study of historical issues related to the development and performance of band literature. Provides a thorough groundwork in the fundamental ideas, techniques, and practices of band music and ensemble performance. No audition required. May be repeated for up to 6 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?** 6

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:** MUP-102 (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:** Completion of high school or high school performance level. Ability to read music and play a band instrument

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. engage in focused, active and reactive listening and critical analysis of wind band music from different historical musical style-periods;
2. analyze and explore a range of conventional wind band music to create stylistically appropriate interpretations;
3. demonstrate style-appropriate performance of conventional wind band music;
4. produce written and/or verbal critiques of others' musical performances;
5. display the basic skills necessary to perform in a wind band ensemble.

---

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

---

**Major Topic Outline:**

1. Music sight reading and listening.
  - a. Determine strengths/weaknesses of ensemble.
  - b. Explore a variety of musical styles.
2. Performance repertoire selection.
  - a. Based on results of sight reading.
  - b. Part assigned.
  - c. Recorded examples researched.
3. Repertoire research, rehearsal, lecture.
  - a. Sectional rehearsals.
  - b. Ensemble rehearsals.
  - c. Analytical listening to recorded and live examples.
    - c1. Historical and cultural elements.
    - c2. Compositional elements.
    - c3. Stylistic elements.

- d. Guest artist encounters and presentations.
  - d1. Historical and cultural elements.
  - d2. Stylistic elements.
  - d3. Technical elements.
- 4. Presentation of repertoire.
  - a. Public concerts.
  - b. Peer concerts.
  - c. recording of performance(s).

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

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- 1. Is there an equivalent lower division course at the University?
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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)

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

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

Wind Ensemble

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 - 204

---

**# Credits:** 1

Contact hours

Lecture (# of hours):

Lec/lab (# of hours): 22

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:** Pep Band/Combo-Improv

Course Description:

Instrumental performing group concentrating on rock, pop, and contemporary styles in the small to medium-sized group setting. No audition required. May be repeated for up to 8 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?** 8

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:** MUP-104 (3 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:** MUP-105 or MUP-125

**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**
- ✓ **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 common small group/combo styles;
2. demonstrate an understanding of form, introduction, and ending conventions;
3. demonstrate comprehension of basic skills necessary to perform in a small group/combo.

---

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

---

**Major Topic Outline:**

1. Music sight reading.
  - a. Determine strengths/weaknesses of the ensemble.
2. Performance repertoire selection.
  - a. Based on results of sight reading.
  - b. Parts assigned.
  - c. Recorded examples researched.
3. Performance repertoire rehearsal.
  - a. Sectional rehearsals.
  - b. Ensemble rehearsals.
  - c. Listening to recorded examples
4. Performance of repertoire.
  - a. Public concerts.

**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?

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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)
- WOU (Western Oregon University)

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

Jazz Combo

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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**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 - 205

---

**# Credits:** 2

Contact hours

Lecture (# of hours):

Lec/lab (# of hours): 44

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:** Jazz Ensemble

Course Description:

For non-majors and music majors. Introduction and study of common "big-band" and small-group jazz styles. This is the second year of a two-year course of study that includes performance, improvisation, musical arranging and writing, study of common styles and practices of historically and culturally significant jazz artists, and study of historical issues related to the development and performance of jazz music. May be repeated for up to 6 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?** 6

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:** MUP-105 (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?

**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. exhibit comprehension of common jazz styles;
2. demonstrate an understanding of basic jazz phrasing;
3. exhibit comprehension of basic skills necessary to perform in a creative music ensemble.

---

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

---

Major Topic Outline:

1. Music Sight Reading.
  - a. Determine strengths/weaknesses of the ensemble.
2. Performance repertoire selection.
  - a. Based on results of sight reading.
  - b. Parts assigned.
  - c. Recorded examples researched.
3. Performance repertoire rehearsal.
  - a. Sectional rehearsals.
  - b. Ensemble rehearsals.
  - c. Listening to recorded examples.
4. Performance of repertoire.
  - a. Public concerts.

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

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

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

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

Jazz Ensemble

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

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**Section #1 General Course Information**

**Department:** Music

**Submitter**

First Name: Kathleen  
Last Name: Hollingsworth  
Phone: 6299  
Email: kathleen.hollingsworth

---

**Course Prefix and Number:** MUP - 222

---

**# Credits:** 2

**Contact hours**

Lecture (# of hours):  
Lec/lab (# of hours): 22  
Lab (# of hours): 33  
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:** Chamber Choir

**Course Description:**

Advanced vocal ensemble which rehearses and performs choral music from the Renaissance to the 21st century. Provides preparation for entering professional fields of music and performance. Emphasis on a cappella singing applied to appropriate chamber music. Recommended for vocal music majors. Enrollment by audition. May be repeated for up to 6 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?** 6

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:** MUP-122 (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:** Students wishing to register for chamber choir should have experience reading music OR have prior experience singing in choir. If not, the student will agree to take concurrently either MUS-117, Sightreading, MUS-101, 102 or 103, Music Fundamentals or MUS-127, 128 or 129 Keyboard Skills I

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. apply the fundamentals of singing in an ensemble such as balance, blend, intonation and rhythmic precision;
2. demonstrate the expressive elements of music such as phrasing and dynamics;
3. recognize tonal precision through advanced breathing and placement techniques;
4. demonstrate sophisticated understanding of performance practices as they apply to the interpretation of choral music from the Renaissance through the 21st Century;
5. illustrate lyric diction as it applies to various cultures;
6. use a systematic approach to sight singing;
7. develop a leadership role.

---

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

---

**Major Topic Outline:**

1. Rehearsal.
2. Performance.
3. Listening.
4. Sight reading
5. Demonstrations.
6. Concert tours.
7. Festival participation.
8. Guest conductors, soloists, and ensembles.

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)
- WOU (Western Oregon University)

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

Any Chamber Choir, Concert Choir, Chorale

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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**Clackamas Community College**  
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Show changes since last approval in red

**Section #1 General Course Information**

**Department:** Music

**Submitter**

First Name: Kathleen  
Last Name: Hollingsworth  
Phone: 6299  
Email: kathleen.hollingsworth

---

**Course Prefix and Number:** MUP - 225

---

**# Credits:** 2

**Contact hours**

Lecture (# of hours):  
Lec/lab (# of hours): 22  
Lab (# of hours): 33  
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:** Vocal Jazz Ensemble: Mainstream

**Course Description:**

Advanced performing ensemble that cultivates musical, professional, and personal growth through rehearsal and performance with rhythm section of jazz, rock, pop, funk, and fusion. Includes study of jazz as it applies to vocal ensemble combined with rhythm section. Emphasis on style, improvisation, and techniques. Enrollment by audition. May be repeated for up to 6 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?** 6

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:** MUP-125 (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:** Students wishing to register for Mainstream should have experience reading music OR have prior experience singing in choir. If not, the student will agree to concurrently take either MUS-117, Sightreading, MUS-101, 102 or 103, Music Fundamentals or MUS-127, 128 or 129 Keyboard Skills I

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 ability to swing;
2. demonstrate improvisation and vocal technique consistent with jazz;
4. sing non-traditional harmonies, rhythms and forms with increased competence;
5. exhibit stage presence in the jazz idiom;
6. demonstrate increased competence in microphone technique;
7. develop a leadership role.

---

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

---

Major Topic Outline:

1. Rehearsal.
2. Performance.
3. Listening.
4. Improvisation
5. Demonstrations.
6. Guest directors, soloists & ensembles.
7. Concert tours.
8. Festival participation.

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)**
- WOU (Western Oregon University)**

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

vocal jazz, jazz band, combo

How does it transfer? (Check all that apply)

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

:

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              
  

**Section #1 General Course Information**

**Department:** Music

**Submitter**

First Name: Lars

Last Name: Campbell

Phone: 3384

Email: lars.campbell

---

**Course Prefix and Number:** MUP - 241

---

**# Credits:** 1

**Contact hours**

Lecture (# of hours):

Lec/lab (# of hours): 22

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:** College Orchestra

**Course Description:**

Performance and study of orchestral literature. College students may earn credit for playing in one of several approved orchestral groups. Minimum of one performance per term. May be repeated for up to 8 credits. Required: Student Petition.

---

**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? 8

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?

No

Are there corequisites to this course?

No

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

Yes

**Recommendations:**

**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?

- ✓ **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 common orchestral styles;
2. demonstrate an understanding of basic orchestral phrasing;
3. demonstrate intermediate skills necessary to perform in an orchestra.

---

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

---

**Major Topic Outline:**

1. Music sight reading.
  - a. Determine strengths/weaknesses of the ensemble.
2. Performance repertoire selection.
  - a. Based on results of sight reading.
  - b. Parts assigned.
  - c. Recorded examples researched.
3. Performance repertoire rehearsal.
  - a. Sectional rehearsals.
  - b. Ensemble rehearsals.
  - c. Listening to recorded examples.
4. Performance of repertoire.
  - a. Public concerts.

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)

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

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

Orchestra

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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**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 - 271

---

**# 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: Piano

**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-171 (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. Posture and alignment.
2. Breathing mechanics.
3. Vocal/Instrumental techniques.
4. Appropriate second-year literature.
5. Performance skills development.
6. Performance etiquette.
7. 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       | <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

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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)

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> EOU (Eastern Oregon University) | <input checked="" type="checkbox"/> PSU (Portland State University)  |
| <input checked="" type="checkbox"/> OSU (Oregon State University)   | <input checked="" type="checkbox"/> SOU (Southern Oregon University) |
| <input checked="" type="checkbox"/> OSU-Cascade                     | <input checked="" type="checkbox"/> UO (University of Oregon)        |
|   | <input checked="" type="checkbox"/> 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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**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 - 271J

---

**# 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 Piano

**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?

**No**

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** MUP-171J (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.

**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. Posture and alignment.
2. Breathing mechanics.
3. Vocal/Instrumental techniques.
4. Appropriate second-year literature.
5. Performance skills development.
6. Performance etiquette.
7. 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       | <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)

- EOU (Eastern Oregon University)
- PSU (Portland State University)
- OSU (Oregon State University)
- SOU (Southern Oregon University)
- OSU-Cascade
- UO (University of Oregon)
- 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 - 271R

**# 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 Piano

**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

**Reason for the new course:**

Missing outline

**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-171R (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       | <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)

- OIT (Oregon Institute of Technology)**
- 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  
:

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**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 - 274

---

**# 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: 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-174 (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       | <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 checked="" type="checkbox"/> EOU (Eastern Oregon University) | <input checked="" type="checkbox"/> PSU (Portland State University)  |
| <input checked="" type="checkbox"/> OSU (Oregon State University)   | <input checked="" type="checkbox"/> SOU (Southern Oregon University) |
| <input checked="" type="checkbox"/> OSU-Cascade                     | <input checked="" type="checkbox"/> UO (University of Oregon)        |
|   | <input checked="" type="checkbox"/> 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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Show changes since last approval in red              
  

**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.

**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)
- OSU (Oregon State University)
- SOU (Southern Oregon University)
- OSU-Cascade
- UO (University of Oregon)
- 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

---

Show changes since last approval in red              
  

**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       | <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 checked="" type="checkbox"/> EOU (Eastern Oregon University) | <input checked="" type="checkbox"/> PSU (Portland State University)  |
| <input checked="" type="checkbox"/> OSU (Oregon State University)   | <input checked="" type="checkbox"/> SOU (Southern Oregon University) |
| <input checked="" type="checkbox"/> OSU-Cascade                     | <input checked="" type="checkbox"/> UO (University of Oregon)        |
|   | <input checked="" type="checkbox"/> 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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**Clackamas Community College**  
Online Course/Outline Submission System

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Show changes since last approval in red              
  

**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)

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> EOU (Eastern Oregon University) | <input checked="" type="checkbox"/> PSU (Portland State University)  |
| <input checked="" type="checkbox"/> OSU (Oregon State University)   | <input checked="" type="checkbox"/> SOU (Southern Oregon University) |
| <input checked="" type="checkbox"/> OSU-Cascade                     | <input checked="" type="checkbox"/> UO (University of Oregon)        |
|   | <input checked="" type="checkbox"/> 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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Show changes since last approval in red              
  

**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       | <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 checked="" type="checkbox"/> EOU (Eastern Oregon University) | <input checked="" type="checkbox"/> PSU (Portland State University)  |
| <input checked="" type="checkbox"/> OSU (Oregon State University)   | <input checked="" type="checkbox"/> SOU (Southern Oregon University) |
| <input checked="" type="checkbox"/> OSU-Cascade                     | <input checked="" type="checkbox"/> UO (University of Oregon)        |
|   | <input checked="" type="checkbox"/> 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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Show changes since last approval in red              
  

**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.

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

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> EOU (Eastern Oregon University) | <input checked="" type="checkbox"/> PSU (Portland State University)  |
| <input checked="" type="checkbox"/> OSU (Oregon State University)   | <input checked="" type="checkbox"/> SOU (Southern Oregon University) |
| <input checked="" type="checkbox"/> OSU-Cascade                     | <input checked="" type="checkbox"/> UO (University of Oregon)        |
|   | <input checked="" type="checkbox"/> 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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**Clackamas Community College**  
Online Course/Outline Submission System

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Show changes since last approval in red              
  

**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.

**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)**
- OSU (Oregon State University)**
- SOU (Southern Oregon University)**
- OSU-Cascade**
- UO (University of Oregon)**
- 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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**Clackamas Community College**  
Online Course/Outline Submission System

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Show changes since last approval in red

**Section #1 General Course Information**

**Department:** Music

Submitter

First Name: Lars  
Last Name: Campbell  
Phone: 3384  
Email: lars.campbell@clackamas.edu

---

**Course Prefix and Number:** MUP - 279

---

**# 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: Harp

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?

No

Are there prerequisites to this course?

Yes

**Pre-reqs:** MUP-179 (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?

**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. Posture and alignment.
2. Breathing mechanics.
3. Vocal/Instrumental techniques.
4. Appropriate second-year literature.
5. Performance skills development.
6. Performance etiquette.
7. 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       | <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)

- EOU (Eastern Oregon University)
- PSU (Portland State University)
- OSU (Oregon State University)
- SOU (Southern Oregon University)
- OSU-Cascade
- UO (University of Oregon)
- 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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**Clackamas Community College**  
Online Course/Outline Submission System

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Show changes since last approval in red              
  

**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       | <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 checked="" type="checkbox"/> EOU (Eastern Oregon University) | <input checked="" type="checkbox"/> PSU (Portland State University)  |
| <input checked="" type="checkbox"/> OSU (Oregon State University)   | <input checked="" type="checkbox"/> SOU (Southern Oregon University) |
| <input checked="" type="checkbox"/> OSU-Cascade                     | <input checked="" type="checkbox"/> UO (University of Oregon)        |
|   | <input checked="" type="checkbox"/> 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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**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.

**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)
- OSU (Oregon State University)
- SOU (Southern Oregon University)
- OSU-Cascade
- UO (University of Oregon)
- 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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**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

:

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

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Show changes since last approval in red              
  

**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)

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> EOU (Eastern Oregon University) | <input checked="" type="checkbox"/> PSU (Portland State University)  |
| <input checked="" type="checkbox"/> OSU (Oregon State University)   | <input checked="" type="checkbox"/> SOU (Southern Oregon University) |
| <input checked="" type="checkbox"/> OSU-Cascade                     | <input checked="" type="checkbox"/> UO (University of Oregon)        |
|   | <input checked="" type="checkbox"/> 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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Show changes since last approval in red              
  

**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.

**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)**
- OSU (Oregon State University)**
- SOU (Southern Oregon University)**
- OSU-Cascade**
- UO (University of Oregon)**
- 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

---

Show changes since last approval in red              
  

**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       | <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)

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> EOU (Eastern Oregon University) | <input checked="" type="checkbox"/> PSU (Portland State University)  |
| <input checked="" type="checkbox"/> OSU (Oregon State University)   | <input checked="" type="checkbox"/> SOU (Southern Oregon University) |
| <input checked="" type="checkbox"/> OSU-Cascade                     | <input checked="" type="checkbox"/> UO (University of Oregon)        |
|   | <input checked="" type="checkbox"/> 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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Show changes since last approval in red              
  

**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

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

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> EOU (Eastern Oregon University) | <input checked="" type="checkbox"/> PSU (Portland State University)  |
| <input checked="" type="checkbox"/> OSU (Oregon State University)   | <input checked="" type="checkbox"/> SOU (Southern Oregon University) |
| <input checked="" type="checkbox"/> OSU-Cascade                     | <input checked="" type="checkbox"/> UO (University of Oregon)        |
|   | <input checked="" type="checkbox"/> 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  
:

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

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Show changes since last approval in red               
  

**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.

**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.

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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)**
- OSU (Oregon State University)**
- SOU (Southern Oregon University)**
- OSU-Cascade**
- UO (University of Oregon)**
- 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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**Clackamas Community College**  
Online Course/Outline Submission System

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Show changes since last approval in red              
  

**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.

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

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> EOU (Eastern Oregon University) | <input checked="" type="checkbox"/> PSU (Portland State University)  |
| <input checked="" type="checkbox"/> OSU (Oregon State University)   | <input checked="" type="checkbox"/> SOU (Southern Oregon University) |
| <input checked="" type="checkbox"/> OSU-Cascade                     | <input checked="" type="checkbox"/> UO (University of Oregon)        |
|   | <input checked="" type="checkbox"/> 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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Show changes since last approval in red              
  

**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.

**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)**
- OSU (Oregon State University)**
- SOU (Southern Oregon University)**
- OSU-Cascade**
- UO (University of Oregon)**
- 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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**Clackamas Community College**  
Online Course/Outline Submission System

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Show changes since last approval in red              
  

**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       | <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 checked="" type="checkbox"/> EOU (Eastern Oregon University) | <input checked="" type="checkbox"/> PSU (Portland State University)  |
| <input checked="" type="checkbox"/> OSU (Oregon State University)   | <input checked="" type="checkbox"/> SOU (Southern Oregon University) |
| <input checked="" type="checkbox"/> OSU-Cascade                     | <input checked="" type="checkbox"/> UO (University of Oregon)        |
|   | <input checked="" type="checkbox"/> 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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Show changes since last approval in red              
  

**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)

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> EOU (Eastern Oregon University) | <input checked="" type="checkbox"/> PSU (Portland State University)  |
| <input checked="" type="checkbox"/> OSU (Oregon State University)   | <input checked="" type="checkbox"/> SOU (Southern Oregon University) |
| <input checked="" type="checkbox"/> OSU-Cascade                     | <input checked="" type="checkbox"/> UO (University of Oregon)        |
|   | <input checked="" type="checkbox"/> 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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**Clackamas Community College**  
Online Course/Outline Submission System

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Show changes since last approval in red              
  

**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.

**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)**
- OSU (Oregon State University)**
- SOU (Southern Oregon University)**
- OSU-Cascade**
- UO (University of Oregon)**
- 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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Show changes since last approval in red              
  

**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?

**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)

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> EOU (Eastern Oregon University) | <input checked="" type="checkbox"/> PSU (Portland State University)  |
| <input checked="" type="checkbox"/> OSU (Oregon State University)   | <input checked="" type="checkbox"/> SOU (Southern Oregon University) |
| <input checked="" type="checkbox"/> OSU-Cascade                     | <input checked="" type="checkbox"/> UO (University of Oregon)        |
|   | <input checked="" type="checkbox"/> 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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Show changes since last approval in red              
  

**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       | <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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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 checked="" type="checkbox"/> EOU (Eastern Oregon University) | <input checked="" type="checkbox"/> PSU (Portland State University)  |
| <input checked="" type="checkbox"/> OSU (Oregon State University)   | <input checked="" type="checkbox"/> SOU (Southern Oregon University) |
| <input checked="" type="checkbox"/> OSU-Cascade                     | <input checked="" type="checkbox"/> UO (University of Oregon)        |
|   | <input checked="" type="checkbox"/> 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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Show changes since last approval in red              
  

**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.

**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)
- OSU (Oregon State University)
- SOU (Southern Oregon University)
- OSU-Cascade
- UO (University of Oregon)
- 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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**Clackamas Community College**  
Online Course/Outline Submission System

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Show changes since last approval in red              
  

**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: Euphonium

**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)

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> EOU (Eastern Oregon University) | <input checked="" type="checkbox"/> PSU (Portland State University)  |
| <input checked="" type="checkbox"/> OSU (Oregon State University)   | <input checked="" type="checkbox"/> SOU (Southern Oregon University) |
| <input checked="" type="checkbox"/> OSU-Cascade                     | <input checked="" type="checkbox"/> UO (University of Oregon)        |
|   | <input checked="" type="checkbox"/> 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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**Clackamas Community College**  
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Show changes since last approval in red              
  

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

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

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Show changes since last approval in red              
  

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

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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**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 - 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.

**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)
- OSU (Oregon State University)
- SOU (Southern Oregon University)
- OSU-Cascade
- UO (University of Oregon)
- 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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**Clackamas Community College**  
Online Course/Outline Submission System

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Music

**Submitter**

First Name: Lars

Last Name: Campbell

Phone: 3384

Email: lars.campbell

---

**Course Prefix and Number:** MUS - 128

---

**# 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:** Keyboard Skills I

**Course Description:**

Develops basic keyboard skills required for study of tonal harmony and various musical activities such as vocal and instrumental rehearsals, music education and composition. Required for 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?

**Yes**

**Pre-reqs:** MUS-127

**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-112, MUS-112L, and MUS-115

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. play keyboard instruments to demonstrate concepts studied in MUS-112;
2. improvise simple music;
3. sight-read written music;
4. transpose written music;
5. harmonize simple music in two hands.

---

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

---

Major Topic Outline:

1. Harmonic progression.
2. Harmonization.
3. Sight-reading in two hands.
4. Playing by ear.
5. Scales and arpeggios.
6. Improvisation.
7. Transposition.

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?
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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)
- WOU (Western Oregon University)

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

Keyboard Skills

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

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Music

**Submitter**

First Name: Lars

Last Name: Campbell

Phone: 3384

Email: lars.campbell

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**Course Prefix and Number:** MUS - 129

---

**# 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:** Keyboard Skills I

**Course Description:**

Develops basic keyboard skills required for study of tonal harmony and various musical activities such as vocal and instrumental rehearsals, music education and composition. Required for 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?

**Yes**

**Pre-reqs:** MUS-128

**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-113, MUS-113L, and MUS-116

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. play keyboard instruments to demonstrate concepts studied in MUS-113;
2. improvise simple music;
3. sight-read written music;
4. transpose written music;
5. harmonize simple music in two hands.

---

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

---

Major Topic Outline:

1. Harmonic progression.
2. Harmonization.
3. Sight-reading in two hands.
4. Playing by ear.
5. Scales and arpeggios.
6. Improvisation.
7. Transposition.

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)

- EOU (Eastern Oregon University)
- 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)

Keyboard Skills

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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**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:** MUS - 131

---

**# Credits:** 1

**Contact hours**

Lecture (# of hours):

Lec/lab (# of hours): 22

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:** Group Piano: Piano for Pleasure

**Course Description:**

First of three courses in a year-long sequence. Beginning classroom piano instruction for non-music majors. Includes reading, theory, technical exercises, and the opportunity to share your music with others. Beginning to intermediate level.

---

**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?

**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. perform simple piano works for audience;
2. exhibit confidence to perform for others;
3. demonstrate good practice habits.

---

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

---

Major Topic Outline:

1. Reading simple music.
2. Understanding of rudimentary musical notation.
3. Basic hand position.
4. Performing for audience.

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)

:

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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**Section #1 General Course Information**

**Department:** Music

**Submitter**

First Name: Lars

Last Name: Campbell

Phone: 3384

Email: lars.campbell

---

**Course Prefix and Number:** MUS - 132

---

**# Credits:** 1

**Contact hours**

Lecture (# of hours):

Lec/lab (# of hours): 22

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:** Group Piano: Piano for Pleasure

**Course Description:**

Second of three courses in a year-long sequence. Beginning classroom piano instruction for non-music majors. Includes reading, theory, technical exercises, and the opportunity to share your music with others. Beginning to intermediate level.

---

**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?

**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. perform simple piano works for audience;
2. exhibit confidence to perform for others;
3. demonstrate good practice habits.

---

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

---

Major Topic Outline:

1. Reading simple music.
2. Understanding of musical notation.
3. Basic hand position.
4. Performing for audience.

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)

:

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              
  

**Section #1 General Course Information**

**Department:** Music

**Submitter**

First Name: Lars

Last Name: Campbell

Phone: 3384

Email: lars.campbell

---

**Course Prefix and Number:** MUS - 133

---

**# Credits:** 1

**Contact hours**

Lecture (# of hours):

Lec/lab (# of hours): 22

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:** Group Piano: Piano for Pleasure

**Course Description:**

Third of three courses in a year-long sequence. Beginning classroom piano instruction for non-music majors. Includes reading, theory, technical exercises, and the opportunity to share your music with others. Beginning to intermediate level.

---

**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?

**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. perform more advanced piano works for audience;
2. exhibit increased confidence to perform for others;
3. demonstrate good practice habits.

---

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

---

Major Topic Outline:

1. Reading more complex music.
2. Understanding of musical notation.
3. Hand position.
4. Performing for audience.

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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**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:** MUS - 189

---

**# Credits:** 1

**Contact hours**

Lecture (# of hours): 10

Lec/lab (# of hours):

Lab (# of hours):

Total course hours: 10

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:** Performance & Repertoire

**Course Description:**

A performance forum required for all students studying a classical instrument or voice at the MUP 171-191 and MUP 271-291 levels. Through weekly performance and critique, each student will develop proper stage manners and prepare for the end of term performance jury, and will also study the work to be performed through academic research. Students will have an opportunity to work with a professional accompanist. May be repeated for up to 6 credits.

---

**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?** 6

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?

**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. exhibit self-evaluation and musical growth;
2. demonstrate rehearsal and performance etiquette;
3. demonstrate musical professionalism;
4. demonstrate constructive criticism of other students' performances;
5. perform a successful jury at the end of the term.

---

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

---

Major Topic Outline:

1. Preparing for a performance.
2. Student performances.
3. Jury.

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)

:

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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**Section #1 General Course Information**

**Department:** Sciences

**Submitter**

First Name: Greg  
Last Name: Bostrom  
Phone: 3464  
Email: gregb

---

**Course Prefix and Number:** PH - 201

---

**# Credits:** 5

**Contact hours**

Lecture (# of hours): 40  
Lec/lab (# of hours):  
Lab (# of hours): 30  
Total course hours: 70

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 Physics

**Course Description:**

A lab course covering vectors, motion, kinematics, forces and Newton's laws, gravity, the conservation laws for momentum and energy, rotational motion, and oscillations.

---

**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-090 with a C or better or placement in WRD-098; MTH-112 or placement in MTH-251

**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:** A year of high-school physics or PH-150

**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. analyze observed phenomenon in everyday life by applying conceptual understanding of the physics of classical mechanics; (SC1)
  2. apply scientific investigation and inquiry to understand real-world events and scenarios that they have not encountered previously; (SC2)
  3. solve many different types of problems dealing with kinematics, dynamics, and conservation laws; (SC1) (SC2)
  4. solve problems and present their work to their peers; (SC1)
  5. work collaboratively to solve problems (seminar) and investigate physical phenomenon through experimentation and inquiry (laboratory); (SC2)
  6. think critically about new information presented to them, and examine the extent to which it fits within their current understanding of physical laws; (SC3)
  7. use technology to conduct detailed investigations and measurements of prototypical physical phenomenon and discuss how experimental results relate to theoretical expectations. (SC1)
-

**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:**

- 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:**

✓ **General Examination**

✓ **Writing Assignments**

✓ **Journal Writing**

:

**Major Topic Outline:**

1. Units and vectors.
2. Kinematics.
3. Forces and Newton's laws of motion.
4. Conservation laws.
  - a. Energy and work.
  - b. Impulse and momentum.
5. Rotational motion.
6. Oscillations.

**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)

General Physics

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 have transfer equivalency lists. (e.g., <http://oregonstate.edu/admissions/main/baccalaureate-core-course-equivalencies-clackamas-community-college>). Confirmed course is on the list.

First term to be offered:

Next available term after approval

:

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**Clackamas Community College**  
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**Section #1 General Course Information**

**Department:** Sciences

**Submitter**

First Name: Greg  
Last Name: Bostrom  
Phone: 3464  
Email: gregb

---

**Course Prefix and Number:** PH - 211

---

**# Credits:** 5

**Contact hours**

Lecture (# of hours): 40  
Lec/lab (# of hours):  
Lab (# of hours): 30  
Total course hours: 70

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 Physics with Calculus

**Course Description:**

A lab course covering vectors, motion, kinematics, forces and Newton's laws, gravity, conservation laws for momentum and energy, rotational motion, and oscillations.

---

**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:** Prerequisite or Corequisite: MTH-252. WRD-090 with a C or better or placement in WRD-098

**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:** MTH-254. A year of high-school physics or PH-150

**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. analyze observed phenomenon in everyday life by applying conceptual understanding of the physics of classical mechanics; (SC1)
  2. apply scientific investigation and inquiry to understand real-world events and scenarios that they have not encountered previously; (SC2)
  3. solve many different types of problems dealing with kinematics, dynamics, and conservation laws; (SC1) (SC2)
  4. solve problems and present their work to their peers; (SC1)
  5. work collaboratively to solve problems (seminar) and investigate physical phenomenon through experimentation and inquiry (laboratory); (SC2)
  6. think critically about new information presented to them, and examine the extent to which it fits within their current understanding of physical laws; (SC3)
  7. use technology to conduct detailed investigations and measurements of prototypical physical phenomenon and discuss how experimental results relate to theoretical expectations. (SC1)
-

## 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:**

- 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:**✓ **General Examination**✓ **Writing Assignments**✓ **Journal Writing**

:

**Major Topic Outline:**

1. Units and vectors.
2. Kinematics.
3. Forces and Newton's Laws of Motion.
4. Conservation laws.
  - a. Energy and Work.
  - b. Impulse and momentum.
5. Rotational motion.
6. Oscillations.

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

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

General Physics with Calculus

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 have transfer equivalency lists (e.g., <http://oregonstate.edu/admissions/main/baccalaureate-core-course-equivalencies-clackamas-community-college>). Confirmed course is on the list.

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

**Section #1 General Course Information**

**Department:** Social Sciences

Submitter

First Name: **Eric**  
Last Name: **Lewis**  
Phone: **3410**  
Email: **ericl**

---

**Course Prefix and Number:** PSY - 240

---

**# 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:** Interpersonal Growth & Awareness

Course Description:

**Examines the dynamics of personality and explores techniques for overcoming self-defeating behaviors. Develops methods for making personal growth changes.**

---

**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:** WRD-090 or placement in WRD-098

**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. gain awareness of limiting beliefs and self-defeating behavior;
2. develop appropriate goals for individual growth;
3. seek a greater degree of support from significant people;
4. increase understanding of personality and level of self-awareness;
5. address issues originating from family dynamics.

---

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

---

Major Topic Outline:

1. The process of positive personal change.
2. Appropriate goals for personal development.
3. Coping skills for difficult life situations.
4. Experiential learning regarding adaptive behaviors.

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)

**PSU (Portland State University)**

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

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

none found

How does it transfer? (Check all that apply)

**general education or distribution requirement**

**other (provide details):** A OSU it transfers as a Lower Division Transfer course. At U of O it transfers as credits in the Social Sciences group

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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**Section #1 General Course Information**

**Department:** Skills Development

Submitter

First Name: **A.J.**  
Last Name: **Smith**  
Phone: **0688**  
Email: **aj.smith**

---

**Course Prefix and Number:** RD - 115

---

**# 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:** College Reading

Course Description:

This transfer elective course presents reading strategies for success in college-level classes. It emphasizes comprehension, critical reading and thinking, and application of reading strategies appropriate to a variety of materials. Vocabulary development is also addressed.

---

**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:** WRD-090 or placement in WRD-098

**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 selected academic vocabulary in readings and tests using word part knowledge and contextual clues;
2. demonstrate reading strategies to increase reading flexibility and efficiency including previewing and annotating;
3. monitor comprehension to identify the thesis and major supporting points;
4. analyze and evaluate writing by examining evidence, fallacies, language, and sources;

---

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

---

Major Topic Outline:

1. Vocabulary in context.
2. Pre-Reading techniques and previewing.
3. Efficiency, flexibility, and speed techniques.
4. Transitions & organizational patterns.
5. Evidence: facts, opinions, generalizations, fallacies.
6. Author credibility, sources, and assumptions.

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

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**Section #1 General Course Information**

**Department:** Manufacturing

Submitter

First Name: **Wayne**  
Last Name: **Sellevaag**  
Phone: **3841**  
Email: **waynes**

---

**Course Prefix and Number:** SM - 160

---

**# 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:** Semiconductor Processing II

Course Description:

Provides an overview of basic processes involved in the fabrication of finished silicon wafers, oxidation and deposition processes. Troubleshooting of common equipment is emphasized.

---

**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):** **Electronics Engineering Technology programs**

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:** SM-150

**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: 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. summarize the crystal growth, substrate preparation, epitaxy, oxidation, CVD, metallization processes and quality measures;
2. demonstrate a conceptual understanding of troubleshooting the common equipment used in the crystal growth, epitaxy, oxidation, CVD and metallization processes.

---

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

---

Major Topic Outline:

1. Crystal growth and substrate preparation.
2. Crystal Growth Equipment.
3. Epitaxy.
4. Oxidation Process.
5. Oxidation Equipments.
6. Chemical Vapor Deposition.
7. CVD Deposition Systems.
8. Metallization Process.
9. Metallization System.

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:** Manufacturing

**Submitter**

First Name: **Wayne**  
Last Name: **Sellevaag**  
Phone: **3841**  
Email: **waynes**

---

**Course Prefix and Number:** SM - 170

---

**# 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:** Semiconductor Processing III

**Course Description:**

Covers the essential process and equipment issues related to the etching, diffusion and ion implantation. Troubleshooting of common equipment and process related problems are emphasized.

---

**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):** **Electronics Engineering Technology programs**

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:** SM-150

**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. demonstrate a conceptual understanding of the essential equipment required for microelectronics manufacturing;
2. evaluate manufacturing systems to troubleshoot microelectronics process problems.

---

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

---

Major Topic Outline:

1. Wet Etch Process.
2. Dry Etch Process.
3. Etch Equipment.
4. Dry Etch Virtual Simulator.
5. Diffusion Process and Equipment.
6. Ion Implantation process.
7. Ion Implantation Equipment.

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

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**Section #1 General Course Information**

**Department:** Theatre

**Submitter**

First Name: Christopher  
Last Name: Whitten  
Phone: 3158  
Email: chrism

---

**Course Prefix and Number:** TA - 111

---

**# 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:** Fundamentals of Technical Theatre

**Course Description:**

First class of a three part series. Basic study and practice in the collaborative techniques of mounting various types of productions for presentation. Includes basic principles and techniques in stage design, construction, and lighting. Flexible laboratory sessions available. Students must attend a performance as well as participate in the focus and strike (10 total hours) of a production. Students are required to maintain an independent journal/study (12 total hours) of outside class activity and/or observations of Technical Theatre applications.

---

**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?

**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?

**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. discuss the process of script conceptualization as it applies to scenic, lighting, sound, and/or costume design;
  2. analyze, use, and discuss technical theatrical drawings, including floor plans and elevations;
  3. demonstrate safe use of power and hand tools;
  4. discuss and demonstrate various building and painting techniques;
  5. differentiate between paint and lighting colors;
  6. use painting tools and lighting equipment;
  7. recognize and/or utilize applied mathematic concepts in the production process;
  8. actively engage in the collaborative artistic expression inherent in live theatre productions presented to the public;
  9. discuss orally and in writing the cultural, personal, and global issues presented in the assigned theatrical production;
  10. discuss orally and in writing the value of cooperation, consideration, and commitment in the collaborative creative process.
-

**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.
- P** 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**

- 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**

- 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**

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

- P** 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**

✓ **Journal Writing**

✓ **Other Assessment Tools:** self assessment

**Major Topic Outline:**

Students learn by lecture, reading and participation in design, construction, and painting scenery, and lighting for theatrical productions.

Topics include:

play analysis

cultural context of assigned script

aesthetic principles in environmental development

critical design concepts

construction materials

hand and power tools

safety

set construction methods

detail and finishing techniques

painting

lighting

sound  
special effects  
rigging

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

**PSU (Portland State University)**

**WOU (Western Oregon University)**

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

At PSU Fine and performing arts (e.g. Theatre) are required as general education credits for a B.A. degree.

At PSU this course is TA-111 Stage Craft

At WOU, students are required to take fine and performing arts as part of their Liberal Arts Core Curriculum. This course is listed as TA-115 Intro to Scenic Arts

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.**

Transfer guides at university websites.

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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**Section #1 General Course Information**

**Department:** Theatre

**Submitter**

First Name: Chris  
Last Name: Whitten  
Phone: 3158  
Email: chrisw

---

**Course Prefix and Number:** TA - 112

---

**# 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:** Fundamentals of Technical Theatre

**Course Description:**

Second class of a three-part series. Intermediate study and practice in techniques of mounting various types of productions for presentation. Includes basic principles and techniques in stage design, construction, and lighting. Flexible laboratory sessions available. Students must attend a performance as well as participate in the focus and strike (10 total hours) of a production. Students are required to maintain an independent journal/study (12 total hours) of outside class activity and observations of Technical Theatre applications.

---

**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)?

**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. discuss the process of script conceptualization as it applies to scenic, lighting, and/or costume design;
  2. analyze, use, and discuss technical theatrical drawings, including floor plans and elevations;
  3. demonstrate safe use of power and hand tools,
  4. discuss and demonstrate various building and painting techniques,
  5. differentiate between paint and lighting colors,
  6. use painting tools and lighting equipment,
  7. recognize and/or utilize applied mathematical concepts in the production process,
  8. actively engage in the collaborative artistic expression inherent in live theatre productions presented to the public;
  9. discuss orally and in writing the cultural, personal, and global issues presented in the assigned theatrical production;
  10. discuss orally and in writing the value of cooperation, consideration, and commitment in the collaborative creative process.
-

**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:**

✓ **General Examination**

✓ **Writing Assignments**

✓ **Journal Writing**

✓ **Other Assessment Tools:** Self-assessment

**Major Topic Outline:**

Students learn by lecture, reading and participation in design, construction, and painting scenery, and lighting for theatrical productions.

**Topics include:**

play analysis  
cultural context of assigned script  
aesthetic principles in environmental development  
critical design concepts  
construction materials  
hand and power tools  
safety  
set construction methods  
detail and finishing techniques  
painting

lighting  
sound  
special effects  
rigging

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)

WOU (Western Oregon University)

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

TA 134 Workshop Theater: Scenery, Costume & Lighting Production I  
Repeatable at PSU for up to 9 credits.  
WOU accepts TA courses to fulfill their Liberal Arts Core Curriculum (LACC), according to their website.

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.

University websites.

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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**Section #1 General Course Information**

**Department:** Theatre

**Submitter**

First Name: Christopher  
Last Name: Whitten  
Phone: 3158  
Email: chrisw

---

**Course Prefix and Number:** TA - 113

---

**# 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:** Fundamentals of Technical Theatre

**Course Description:**

Third class in a three-part series. Advanced study and practice in techniques of mounting various types of productions for presentation. Includes basic principles and techniques in stage design, construction, and lighting. Flexible laboratory sessions available. Students must attend a performance as well as participate in the focus and strike (10 total hours) of a production. Students are required to maintain a journal/study (12 total hours) of outside class activity and observations of Technical Theatre applications.

---

**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)?

**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. discuss the process of script conceptualization as it applies to scenic, lighting, and/or costume design;
  2. analyze, use, and discuss technical theatrical drawings, including floor plans and elevations;
  3. demonstrate safe use of power and hand tools,
  4. discuss and demonstrate various building and painting techniques,
  5. differentiate between paint and lighting colors,
  6. use painting tools and lighting equipment,
  7. recognize and/or utilize applied mathematical concepts in the production process,
  8. discuss orally and in writing a value of self in context to artistic expression for colleagues and community,
  9. discuss orally and in writing the value of theatrical arts and expression,
  10. discuss orally and in writing the value of cooperation, consideration, and commitment in the collaborative creative process.
-



sound  
special effects  
rigging

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)**

**WOU (Western Oregon University)**

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

TA 134 Workshop Theater: Scenery, Costume & Lighting Production I  
Repeatable at PSU for up to 9 credits.  
WOU accepts TA courses to fulfill their Liberal Arts Core Curriculum (LACC), according to their website.

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.**

University websites.

First term to be offered:

Next available term after approval

:

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**Clackamas Community College**  
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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:** WET - 111

---

**# 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:** Waterworks Operations I

Course Description:

Introduction to municipal drinking water treatment and distribution systems. Basic waterworks hydraulics, drinking water regulations, waterworks math, waterworks microbiology, and introduction to water disinfection.

---

**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):** Water and Environmental Technology AAS

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**Yes**

**Co-reqs:** MTH-082B

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. explain state and federal drinking water regulations, and how the regulations affect water systems in Oregon;
2. describe the fundamentals of water microbiology as it relates to waterborne infectious diseases;
3. explain the requirements for bacteriological testing of drinking water;
4. describe the fundamentals of water disinfection, with an emphasis on chlorination;
5. explain chlorine chemistry;
6. calculate and describe disinfection "CT" values and how they are used in the waterworks industry;
7. identify and explain the different sources of drinking water and their differences.

---

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

---

Major Topic Outline:

1. Oregon Water Certification and Introduction to the Safe Drinking Water Act.
2. Drinking water regulations of importance in the Pacific NW. Health effects of drinking water contaminants.
3. Introduction to waterworks hydraulics.
4. Using hydraulic concepts to solve waterworks related problems.
5. Introduction to water microbiology. Fundamental biology of bacteria, viruses, and protozoa.
6. Introduction to the coliform group of bacteria and the coliform rule.
7. Introduction to chlorination chemistry.
8. Chlorination chemistry and the requirements of the disinfection rule. Introduction to the disinfection CT concept.
9. Chlorination equipment.
10. Chlorine handling practices and safety.
11. Introduction to pipe materials used in the waterworks industry.

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

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**Section #1 General Course Information**

**Department:** Engineering Science

**Submitter**

First Name: Matthew  
Last Name: LaForce  
Phone: 3148  
Email: laforce

---

**Course Prefix and Number:** WET - 125

---

**# 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:** High Purity Water Production I

**Course Description:**

Fundamentals of high purity water chemistry, reverse osmosis treatment, ion exchange treatment, electrode ionization treatment, UV, ozonation, degasification and microfiltration as applied to the production of high purity water for the semiconductor, pharmaceutical and electric power generating industries.

---

**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):** High Purity Water Certificate

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**Yes**

**Co-reqs:** MTH-082E

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. describe the basic chemistry concepts of high purity water in the production of CMOS devices;
2. describe the characteristics and/or specifications for high purity water and understand basic methods used to produce high purity water for the microelectronics industry.

---

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

---

Major Topic Outline:

1. Introduction to semiconductor manufacturing and high purity water production.
2. Applied water chemistry for high purity water including lab.
3. Introduction to Reverse Osmosis treatment.
4. Applications and operation of ion exchange deionization equipment used in high purity water production, including lab.
5. Introduction to electro-deionization treatment.
6. Introduction to water pretreatment and microfiltration.
7. High purity water applications of UV, ozone, and vacuum degasification.

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%

First term to be offered:

**Next available term after approval**

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**Clackamas Community College**  
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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:** WET - 135

---

**# 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:** High Purity Water Production II

Course Description:

A lab course focusing on the operation of equipment and unit processes in the production of high purity water. Emphasis on process equipment sizing and design, process control and troubleshooting.

---

**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):** **High Purity Water Certificate and Water and Environmental Technology AAs**

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** WET-125 and MTH-082E

**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. trend and graphically represent RO operating data and describe common operating problems and fixes;
2. analyze Ion Exchange operating data and describe the importance of each parameter to process control;
3. describe common filtration processes, their mechanisms, monitoring methods and performance characteristics;
4. describe operation and maintenance of high-purity water systems as related to analytical laboratory testing.

---

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

---

Major Topic Outline:

1. Reverse Osmosis Performance Trending and Troubleshooting.
2. Ion Exchange Performance Trending and Troubleshooting.
3. Filtration, filtration lab.
4. Tanks, Pumps and System Hydraulics.
5. Materials of Construction, midterm test handout.
6. Chemical Pretreatment, chemical treatment lab.
7. TOC Sources, Control Methods and Analysis, TOC lab.
8. Silica and Boron Sources, Control Methods and Analysis, silica analysis lab.
9. Bacteria monitoring and control, lab.
10. pH, ORP and Sodium Analysis, lab.

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%

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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**Section #1 General Course Information**

**Department:** Skills Development

**Submitter**

First Name: Brenda  
Last Name: Marks  
Phone: 3205  
Email: bmarks@clackamas.edu

---

**Course Prefix and Number:** WRD - 090

---

**# 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:** Introductory College Reading & Writing 1

**Course Description:**

This course is the foundation for college-level reading and writing. Students will develop vocabulary skills and apply reading strategies to fiction and non-fiction texts to gain information for various purposes. Writing processes will be introduced and improved to create a simple academic text.

---

**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:** Placement in WRD-090

**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?

**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**
- ✓ **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. select and apply a variety of appropriate reading strategies to comprehend serious-popular level passages, monitor comprehension and apply remediation strategies as needed;
2. accurately summarize stated and unstated ideas in passages;
3. clearly express ideas using appropriate vocabulary and varied sentence structure, without distracting patterns of errors;
4. generate and organize ideas to develop robust paragraphs for a specific audience and purpose;
5. apply feedback from others to clarify meaning and improve written work, provide simple feedback on others' writing, with an instructor's guidance.

---

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

---

Major Topic Outline:

1. Vocabulary development
  - a. Dictionary skills
  - b. Greek & Latin word parts
  - c. Contextual clues
2. Main ideas and thesis statements
3. Active reading strategies
  - a. Reading for a purpose
  - b. Identifying major and minor details
  - c. Creating guide questions
  - d. Annotating
  - e. Monitoring comprehension
  - f. Making inferences
  - g. Other skills
4. Writing for a purpose and audience
  - a. Generating ideas
  - b. Organizing and developing ideas
  - c. Giving and incorporating feedback
  - c. Sentence variety

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%

First term to be offered:

**Next available term after approval**

:

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<b>Course Number</b>	<b>Title</b>	<b>Related Instruction Area</b>
COMM-140	Introduction to Intercultural Communication	Human Relations
COMM-218	Interpersonal Communication	Human Relations
WR-121	English Composition	Communication

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

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Date approved: October 5, 2018 Certified General Education Area(s): Arts and Letters, Cultural Literacy

**Section #1 General Course Information**

**Department:** Communication Studies

**Submitter**

First Name: Kerrie  
Last Name: Hughes  
Phone: 3155  
Email: kerrieh

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**Course Prefix and Number:** COMM - 140

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**# 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.

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**Course Title:** Introduction to Intercultural Communication

**Course Description:**

Intercultural Communication is a course dedicated to exploring the impact cultural differences have on the communication process. Students explore their own cultural behaviors and possible ways to deal with difficult situations when cultural differences cause a problem(s). Emphasis is given to the influence of culture on the interpretation of the communication act and to the communication skills that enhance cross-cultural communication.

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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**

**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:** Non-native English speakers must have a Student Performance Level of 8 as measured by the BEST Plus. There is not a requirement for native speakers

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:** Human Relations

**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. discuss the basic concepts of intercultural communication and how they apply to personal and work-related life; (C1) (AL2) (SS2) (SP1) (SP2) (SP3)
2. recognize and explain how cultural needs, behaviors, assumptions, values and beliefs influence one's own personal communication; (C1) (AL2) (SP1) (SP2) (SP3)
3. develop skills in being non-judgmental in situations involving cultural differences; (C1) (AL1) (AL2) (SP1) (SP2) (SP3)
4. identify value differences and learn to recognize the dominant values of one's culture; (C1) (AL2) (SP1) (SP2) (SP3) (SS2)
5. explain the effects of stereotyping, prejudice, and hate in cultural situations; (C1) (AL2) (SP1) (SP2) (SP3)
6. recognize an increase in his/her own sensitivity towards and appreciation of cultural differences; (C1) (AL2) (SP1) (SP2) (SP3) (SS2)
7. deal more effectively with problems stemming from intercultural misunderstandings and conflict; (C1) (AL1) (AL2) (SP1) (SP2) (SP3)
8. recognize and analyze the various values that underpin different communication styles across cultures. (C1) (AL2) (SP1) (SP2) (SP3) (SS2)

**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.
- P** **2.** Locate, evaluate, and ethically utilize information to communicate effectively.
- 3.** Demonstrate appropriate reasoning in response to complex issues.

**SP: Speech/Oral Communication Outcomes**

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

- P** **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**

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

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**Outcomes Assessment Strategies:**

- ✓ **General Examination**
- ✓ **Presentations**
- ✓ **Thesis/Research Project**
- ✓ **Criteria**
- ✓ **Rubrics**
- ✓ **Journal Writing**
- ✓ **Projects**
- ✓ **Writing Assignments**
- ✓ **Multiple Choice Test**

:

**Major Topic Outline:**

- 1.** Surface and deep culture.
- 2.** What a culture needs.
- 3.** Stereotypes.
- 4.** Cultural identity – subcultures.
- 6.** Ethnocentrism.
- 8.** Review of culture and barriers to intercultural communication.
- 9.** Communication process and noise.
- 10.** Difference in nonverbal communication across cultures
- 11.** Culture shock.
- 12.** Dominant American values.
- 13.** Hofstede's five dimensions of cultural differences.

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

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

COMM-215 Intro to Intercultural Communication at PSU  
 SP132T at U of O  
 COMM-205 Intercultural Comm at OIT

How does it transfer? (Check all that apply)

- general education or distribution requirement
- general elective
- other (provide details): Identity/Plural Tolerance credits at U of O; Humanities Exploration credits at SOU

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

Other. Please explain.

Verified transferability information through colleges' websites

First term to be offered:

Specify term: Spring 2014

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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: October 5, 2018 Certified General Education Area(s): Arts and Letters, Cultural Literacy

**Section #1 General Course Information**

**Department:** Communication Studies

**Submitter**

First Name: Kelly  
Last Name: Brennan  
Phone: 3154  
Email: kellyb

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**Course Prefix and Number:** COMM - 218

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**# 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:** Interpersonal Communication

**Course Description:**

The interpersonal communication process is examined through lectures, reading, and exercises. Subjects include personal and professional relationships, goal-setting, first impressions, conflict resolution, non-verbal messages, image building, self-concepts and assertiveness.

---

**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?

**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?

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**Yes**

**Area:** Human Relations

**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. discuss the following orally as well as in writing;
2. identify the impact of interpersonal communication on self and others; (AL1) (AL2)
3. describe the communication process involved in human interplay; (AL1) (AL2) (CL1)
4. demonstrate and identify the listening process and the skills involved in speech acts; (AL1) (AL2)
5. describe self-perception, self-image, self-concepts and the difference between the three; (AL1) (AL2) (CL1)
6. identify conflict resolution and reduction; (AL2)
7. identify and demonstrate non-verbal versus verbal communication behaviors and patterns within relationships; (AL1) (AL2)
8. describe components of communication climates and breakdowns; (AL1) (AL2)
9. identify and describe the steps in relational development, maintenance, and deterioration; (AL1) (AL2) (CL1)
10. identify compliance-gaining strategies; (AL1) (AL2) (CL1)
11. examine and identify the influences that mediated messages (social media, texting, etc.) have on interpersonal relationships.

## 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**

- 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.

**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:**

- |                              |                               |
|------------------------------|-------------------------------|
| ✓ <b>General Examination</b> | ✓ <b>Projects</b>             |
| ✓ <b>Presentations</b>       | ✓ <b>Writing Assignments</b>  |
| ✓ <b>Criteria</b>            | ✓ <b>Multiple Choice Test</b> |
| ✓ <b>Rubrics</b>             |                               |

:

**Major Topic Outline:**

Communication Process Models  
 Listening  
 Self-perception  
 Semantics  
 Conflict resolutions and reduction  
 Persuasion and compliance-gaining strategies  
 Communication climates and attitude change  
 Non-verbal versus verbal communication  
 Attraction  
 Empathy  
 Relational development, maintenance, and breakdowns

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

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

COMM218 Interpersonal Communication at PSU and OSU  
 COM112 Interpersonal Comm at WOU  
 COMM125 Interpersonal Comm at SOU

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.

Verified transferability through listings on colleges' websites

First term to be offered:

Next available term after approval

:

Course Number	Title	Implementation
BA-225	Business Report Writing	2019/SU
GIS-255	Introduction to ArcGIS I	2019/SU



**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:** Business & Computer Science: Business

**Submitter**

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

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**Course Prefix and Number:** BA - 225

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**# 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.

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**Course Title:** Business Report Writing

**Course Description:**

Focuses on the skills and techniques required to write and produce professional business reports, including research, writing, formatting, editing, and presentation.

---

**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)?

**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-205 and 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?

**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?

✓ **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. solve cases and applications through written communication techniques that clarify, simplify, reinforce, summarize, and add credibility;
2. edit and revise documents to improve clarity, conciseness, logic, tone, and format;
3. prepare effective routine and non-routine documents, such as interview summaries; exception justification, and feasibility reports; press releases; and business proposals;
4. produce an oral report, demonstrating appropriate verbal and non-verbal communications skills and employing software tools (Microsoft Word, Excel, and PowerPoint) to support the message;
5. employ appropriate research techniques (including online resources) to compile a research paper for business settings and audiences,
6. cite and document research sources correctly,
7. demonstrate an understanding of ethical considerations in communication.

---

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

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Major Topic Outline:

1. Part I: orientation to business reports.
  - a. Report characteristics.
  - b. Planning and writing the report.
  - c. Writing style.
  - d. Formatting the report.
  - e. Illustrating the report.
2. Part II: simple reports.
  - a. Routine reports.
  - b. Non routine reports.
3. Part III: business research.
  - a. Planning the research.
  - b. Selecting data sources.
  - c. Using secondary data sources.
  - d. Using primary data sources.
  - e. Analyzing data for complex reports.
  - f. Documenting data sources.

4. Part IV: communicating business research.  
a. Writing business research reports.  
b. Presenting reports orally.

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)

:

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:** Manufacturing

**Submitter**

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

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**Course Prefix and Number:** GIS - 255

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**# Credits:** 1

**Contact hours**

Lecture (# of hours): 16  
Lec/lab (# of hours):  
Lab (# of hours):  
Total course hours: 16

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:** Introduction to ArcGIS I

**Course Description:**

Version 9. Covers fundamental GIS concepts as well as how to query a GIS database, manipulate tabular data, edit spatial and attribute data clearly and efficiently using maps and charts.

---

**Type of Course:** Career Technical Preparatory

**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)?**

**No**

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

**Yes**

**Name of degree(s) and/or certificate(s):** Manufacturing Programs

**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?

✓ **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 the basics of the ArcGIS software,
2. understand some of the fundamental concepts of ArcGIS,
3. understand the basic edit and analysis functions in ArcGIS,
4. understand how to produce basic maps, reports and graphs using ArcGIS.

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

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Major Topic Outline:

1. Exploring ArcGIS concepts.
2. Displaying data.
3. Querying data.
4. Working with spatial data.
5. Working with tables.
6. Editing data.
7. Working with georeferenced data.
8. Presenting data.

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%

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: October 19, 2018 Certified General Education Area(s): Writing

**Section #1 General Course Information**

**Department:** English

**Submitter**

First Name: David  
Last Name: Mount  
Phone: 3265  
Email: davidmo

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**Course Prefix and Number:** WR - 121

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**# 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:** English Composition

**Course Description:**

Introduces the academic essay. Students learn to use a writing process, from brainstorming to polishing, as they develop original responses to challenging articles and academic essays. The class emphasizes information literacy: how to find and evaluate source material, as well as integrate and cite it.

---

**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:**

**Writing**

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

**Yes**

**Name of degree(s) and/or certificate(s):** Most of them...too numerous to enter all of them

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?

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?

Yes

Area: Communication

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. accurately read and respond, in discussion and writing, to college level texts, and analyze them in detail, for both content and form; (WR1) (WR3)
2. independently create clearly written, thesis-driven academic essays of 4 to 5 pages, with few errors, using a process that includes generating ideas, drafting, critiquing, revising, and polishing; (WR1)
3. plan and organize essays according to the logical and stylistic demands of specific academic audiences and writing situations; (WR1)
4. identify and apply some basic elements of argumentative writing, such as examining evidence, developing a complex position, and answering objections; (WR2) (WR3)
5. locate information to address specific academic research problems, drawing on a larger understanding of modern information issues; evaluate their findings; and synthesize them with their own ideas in a meaningful and ethical way using MLA citation format; (WR2) (IL1) (IL2) (IL3) (IL4) (IL5)
6. participate constructively and respectfully in discussions and writing groups; independently analyze and improve their own and others' writing; and reflect independently on their own learning. (WR1)



## 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

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

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:

- |                           |                       |
|---------------------------|-----------------------|
| ✓ Presentations           | ✓ Writing Assignments |
| ✓ Thesis/Research Project |                       |
| ✓ Criteria                | ✓ Portfolios          |
| ✓ Rubrics                 |                       |
| ✓ Journal Writing         |                       |

:

## Major Topic Outline:

1. Reading and responding to college-level texts: how to apply basic critical thinking skills to complex issues in texts and other forms of media. How to build responses to reading into original essay topics.
2. The writing process: how to use prewriting tools such as brainstorming and free writing to generate ideas. How to improve essays through revision and polishing.
3. Elements of academic essay writing, including organization, paragraph structure, sentence structure, and style, as well as some review of grammar, mechanics, and usage, as necessary.
4. The variety of academic audiences and disciplines: how to analyze and address their expectations.
5. Introduction to argumentation: how to recognize and analyze it in reading, and how to begin crafting it in writing.
6. Finding, evaluating, and using information: an introduction to the economic, social, and legal issues surrounding the use of information, and how to use advanced research techniques to locate information, formulate a problem statement, determine the type of information necessary to address it, and evaluate the information critically. How to integrate source materials and avoid plagiarism using MLA citation format.
7. Discussing ideas and critiquing others' writing in a constructive and respectful manner. Reflecting on one's own writing and learning.

## 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)

**WR 121 English Composition**

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)

- Correspondence with receiving institution (mail, fax, email, etc.)**

First term to be offered:

**Next available term after approval**

:

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<b>Course Number</b>	<b>Title</b>	<b>Implementation</b>
CJA-270	Criminal Justice Capstone	2019/WI
TA-121	Costuming I	2019/WI
TA-122	Costuming II	2019/WI
TA-123	Costuming III	2019/WI

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

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**Section #1 General Course Information**

**Department:** Education, Human Services and Criminal Justice

**Submitter**

First Name: Ida  
Last Name: Flippo  
Phone: 3363  
Email: iflipp

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**Course Prefix and Number:** CJA - 270

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**# 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.

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**Course Title:** Criminal Justice Capstone

**Course Description:**

This course applies and assesses the knowledge and skills gained by students who are completing the criminal justice program. Students will complete analyses of second year criminal justice courses, will review program learning outcomes, complete and present an e-portfolio, and take an exit examination.

---

**Type of Course:** Lower Division Collegiate

**Reason for the new course:**

Recommendation of Advisory Committee; development of new assessment strategies

**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):** AAS Criminal Justice; AAS Criminal Justice, Corrections option

**Are there prerequisites to this course?**

**Yes**

**Pre-reqs:** CJA-170

**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:** CJA-280 and CWE-281, or HD-102

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. review and analyze knowledge and skills gained in second year criminal justice courses,
2. apply concepts contained in program learning outcomes to new materials,
3. develop a presentation in the form of an e-portfolio that demonstrates mastery of program learning outcomes.

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

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**Major Topic Outline:**

Analysis of courses taken through second year, winter term  
Review of Program Learning Outcomes  
Analysis of courses taken second year, spring term  
E-portfolio development  
E-portfolio presentation  
Peregrine Academics examination

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)

- PSU (Portland State University)
- SOU (Southern Oregon University)
- WOU (Western Oregon University)

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

Capstone courses

How does it transfer? (Check all that apply)

- required or support for major

:

First term to be offered:

Specify term: Spring 2020

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

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**Section #1 General Course Information**

**Department:** Communication Studies and Theatre Arts

**Submitter**

First Name: Alice  
Last Name: Lewis  
Phone: 503-594-3156  
Email: alicel@clackamas.edu

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**Course Prefix and Number:** TA - 121

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**# 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:** Costuming I

**Course Description:**

First in a three-part series. Study and practice in theatrical costuming techniques for various types of live theatrical productions. Students will analyze scripts, research historical background, and study period fashion to develop character wardrobes. This is a project-based course where students will construct and tailor costume and prop pieces for cast members. No experience necessary; limited seats.

---

**Type of Course:** Lower Division Collegiate

**Reason for the new course:**

This course is being offered to students under the umbrella of TA111/112/113 Technical Theatre. Since the purpose and goals of the costuming part of the class are different, the dean of Arts and Sciences requested this course creation.

**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?**

**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. develop a character's wardrobe, based on script analysis;
2. research period appropriate fashion;
3. develop and use standard costume charts, based on script analysis;
4. choose appropriate fabrics, colors, and period styles to develop a character's look;
5. construct garments using both hand and machine sewing techniques.

---

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

---

Major Topic Outline:

- Script analysis
- Charting costume pieces from script
- Developing characters with wardrobe looks
- Researching historical backgrounds and period
- Choosing color palettes and fabrics
- Developing consistency and harmony among character wardrobes
- Basic hand and machine sewing techniques
- Maintaining and repairing fabrics and costume pieces
- Basic theatrical make-up
- Mask making when needed
- Independent final projects

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)

- 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)

ART 146 Costume Fundamentals at SOU  
TA 100-level course at UO  
TA-246 Tech Theatre: Costuming at WOU; counts as Liberal Arts Core Curriculum  
TA-LDT Costuming at OSU

How does it transfer? (Check all that apply)

- required or support for major
- general education or distribution requirement
- general elective
- :

First term to be offered:

Specify term: Fall 2018

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

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**Section #1 General Course Information**

**Department:** Communication and Theatre Arts

**Submitter**

First Name: Alice  
Last Name: Lewis  
Phone: x3156  
Email: alicel@clackamas.edu

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**Course Prefix and Number:** TA - 122

---

**# 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:** Costuming II

**Course Description:**

Second in a three-part series. Study and practice in theatrical costuming techniques for various types of live theatrical productions. Students will analyze scripts, research historical background, and study period fashion to develop character wardrobes. This is a project-based course where students will construct and tailor costume and prop pieces for cast members. No experience necessary; limited seats.

---

**Type of Course:** Lower Division Collegiate

**Reason for the new course:**

We are creating this course at the request of the Dean of Arts and Sciences. This course was offered under the umbrella of TA-112 Technical Theatre; however, the student learning outcomes and goals for students working on costumes are different than what is listed in the existing 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?**

**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:** TA-121

**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?

✓ **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. develop a character's wardrobe, based on script analysis;
  2. research period appropriate fashion;
  3. develop and use standard costume charts, based on script analysis;
  4. choose appropriate fabrics, colors, and period styles to develop a character's look;
  5. construct garments using both hand and machine sewing techniques.
-

## 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.
  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:**

- Script analysis
- Charting costume pieces from script
- Developing characters with wardrobe looks
- Researching historical backgrounds and period
- Choosing color palettes and fabrics
- Developing consistency and harmony among character wardrobes
- Basic sewing techniques
- Maintaining and repairing fabrics and costume pieces
- Basic theatrical make-up
- Mask making when needed
- Independent final projects

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)

- 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)

ART 146 Costume Fundamentals at SOU  
 TA 100-level course at UO  
 TA-246 Tech Theatre: Costuming at WOU; counts as Liberal Arts Core Curriculum  
 TA-LDT Costuming at OSU

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.

Individual university transfer guides

First term to be offered:

Specify term: Winter 2019

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

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**Section #1 General Course Information**

**Department:** Communication and Theatre Arts

**Submitter**

First Name: Alice  
Last Name: Lewis  
Phone: x3156  
Email: alicel@clackamas.edu

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**Course Prefix and Number:** TA - 123

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**# 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.

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**Course Title:** Costuming III

**Course Description:**

Third in a three-part series. Study and practice in theatrical costuming techniques for various types of live theatrical productions. Students will analyze scripts, research historical background, and study period fashion to develop character wardrobes. This is a project-based course where students will construct and tailor costume and prop pieces for cast members. No experience necessary; limited seats.

---

**Type of Course:** Lower Division Collegiate

**Reason for the new course:**

We are creating this course at the request of the Dean of Arts and Sciences. This course was offered under the umbrella of TA-113 Technical Theatre; however, the student learning outcomes and goals for students working on costumes are different than what is listed in the existing 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?**

**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:** TA-121 or TA-122

**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: 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?

**No**

Will this course appear in the schedule?

**No**

**Student Learning Outcomes:**

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

1. develop a character's wardrobe, based on script analysis;
  2. research period appropriate fashion;
  3. develop and use standard costume charts, based on script analysis;
  4. choose appropriate fabrics, colors, and period styles to develop a character's look;
  5. construct garments using both hand and machine sewing techniques.
-

## COURSE OUTLINE MAPPING CHART

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- 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.
  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:**

- Script analysis
- Charting costume pieces from script
- Developing characters with wardrobe looks
- Researching historical backgrounds and period
- Choosing color palettes and fabrics
- Developing consistency and harmony among character wardrobes
- Basic sewing techniques
- Maintaining and repairing fabrics and costume pieces
- Basic theatrical make-up
- Mask making when needed
- Independent final 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)
- SOU (Southern Oregon University)
- OSU (Oregon State University)
- UO (University of Oregon)
- WOU (Western Oregon University)

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

ART 146 Costume Fundamentals at SOU  
TA 100-level course at UO  
TA-246 Tech Theatre: Costuming at WOU; counts as Liberal Arts Core Curriculum  
TA-LDT Costuming at OSU

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.

Individual university transfer guides.

First term to be offered:

Specify term: Spring 2019

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