

1. Course Title Change

Course Number	Former Title	New Title
ART-131	Drawing: Still Life and Landscape	Introduction to Drawing
EM-161	Protecting Your Home or Small Business from Disaster	Protecting Your Home or Small Business from Disaster (IS-394)
GIS-101	Introduction to Maps and Geospatial Concepts	Maps and Geospatial Concepts
GIS-201	Geographic Information Systems	Introduction to Geographic Information Systems
HD-121	College Success Expanded	College Success
HOR-250	Western Herbs	Herb Growing and Gardening
HST-137	History of Science, Medicine & Technology in Western Civilization	History of Science, Medicine, & Technology in Western Civilization

2. Course Hours Change

Course Number	Title	Change
BT-121	Data Entry	11 LECT
DMC-104	Digital Video Editing	33 LECT/33 LAB
GIS-201	Introduction to Geographic Information	60 LE/LA
GIS-232	Data Collection & Application	44 LE/LA, 2 Credits
GIS-281	ArcGIS I	60 LE/LA
GIS-286	Remote Sensing	60 LE/LA
HOR-112	Horticulture Career Exploration	24 LECT
HOR-229	Introduction to Landscape Design	22 LECT/22 LE/LAB
HOR-234	Intermediate Landscape Design	22 LECT/22 LE/LAB
HOR-280	Horticulture/CWE	90 LAB
HOR-281	Horticulture/CWE	180 LAB
HOR-282	Horticulture/CWE	90 LAB
HOR-285	Organic Farming/CWE	90 LAB
MA-118	Examination Room Techniques	55 LECT; 5 Credits
Z-201	General Zoology	33 LECT/33 LAB

3. Course Number Change

Course Number	Title	New Course Number

4. Outlines Reviewed for Approval

Course Number	Title	Implementation
AM-121	General Auto Repair I	2019/SP
ANT-101	Physical Anthropology	2019/SP
ART-131	Introduction to Drawing	2019/SP
BA-239	Advertising	2019/SP
BI-101	General Biology; Cellular Biology	2019/SP
BI-102	General Biology; Animal Systems	2019/SP
BI-103	General Biology; Plants & the Ecosystem	2019/SP
BI-120	Introduction to Human Anatomy and	2019/SP

BI-234	Introductory Microbiology	2019/SP
BT-121	Data Entry	2019/SP
BT-271	Advanced Business Projects	2019/SP
CH-112	Chemistry for Health Sciences	2019/SP
CH-221	General Chemistry	2019/SP
COMM-219	Small Group Discussion	2019/SP
CS-120	Survey of Computing	2019/SP
DMC-104	Digital Video Editing	2019/SP
EC-200	Introduction to Economics	2019/SP
EC-201	Principles of Economics: MICRO	2019/SP
EC-202	Principles of Economics: MACRO	2019/SP
EM-161	Protecting Your Home or Small Business from	2019/SP
EMT-101	Emergency Medical Technology Part I	2019/SP
EMT-102	Emergency Medical Technology Part II	2019/SP
ENGR-171	Digital Logic	2019/SP
ENGR-211	Statics	2019/SP
ENGR-222	Electrical Circuit Analysis II	2019/SP
ENGR-223	Electrical Circuit Analysis III	2019/SP
FRP-219	Wildland Firing Operations (S-219)	2019/SP
GER-101	First-Year German I	2019/SP
GIS-101	Maps and Geospatial Concepts	2019/SP
GIS-201	Introduction to Geographic Information	2019/SP
GIS-232	Data Collection & Application	2019/SU
GIS-281	ArcGIS I	2019/SP
GIS-286	Remote Sensing	2019/SP
HD-121	College Success	2019/SP
HD-140	Career Exploration	2019/SP
HD-158	Managing Change	2019/SP
HD-185	Prior Learning Portfolio Development I	2019/SP
HD-186	A Digital You - Building an e-Portfolio	2019/SP
HOR-112	Horticulture Career Exploration	2019/SP
HOR-126	Landscape Water Features	2019/SP
HOR-127	Landscape Lighting	2019/SP
HOR-128	Landscape Stones & Pavers	2019/SP
HOR-129	Landscape Decks & Fences	2019/SP
HOR-130	Plant Propagation Theory	2019/SP
HOR-216	Integrated Pest Management	2019/SP
HOR-229	Introduction to Landscape Design	2019/SP
HOR-234	Intermediate Landscape Design	2019/SP
HOR-235	Weed Identification	2019/SP
HOR-237	Disease Identification	2019/SP
HOR-240	Irrigation Practices	2019/SP
HOR-250	Herb Growing and Gardening	2019/SP
HOR-251	Herbal Products	2019/SP
HOR-252	Kitchen Herbs	2019/SP
HOR-280	Horticulture/CWE	2019/SP
HOR-281	Horticulture/CWE	2019/SP
HOR-282	Horticulture/CWE	2019/SP
HOR-285	Organic Farming/CWE	2019/SP
HST-101	History of Western Civilization	2019/SP
HST-102	History of Western Civilization	2019/SP

HST-103	History of Western Civilization	2019/SP
HST-136	History of Popular Culture, Entertainment &	2019/SP
HST-137	History of Science, Medicine, & Technology in	2019/SP
HST-138	History of Love, Marriage and the Family in	2019/SP
MA-118	Examination Room Techniques	2019/SU
MA-118L	Examination Room Techniques Lab	2019/SP
MFG-201	CNC I: Set-up and Operation	2019/SP
MFG-204	Computer-Aided Manufacturing I	2019/SP
MTH-080	Technical Mathematics II	2019/SP
MUS-111	Music Theory I	2019/SP
MUS-112	Music Theory I	2019/SP
MUS-113	Music Theory I	2019/SP
MUS-127	Keyboard Skills I	2019/SP
MUS-140	Careers in Music	2019/SP
MUS-211	Music Theory II	2019/SP
MUS-212	Music Theory II	2019/SP
MUS-213	Music Theory II	2019/SP
PHL-101	Philosophical Problems	2019/SP
PHL-102	Ethics	2019/SP
PHL-103	Critical Reasoning	2019/SP
PHL-205	Moral Issues	2019/SP
PHL-210	Philosophy of Religion	2019/SP
PSY-101	Human Relations	2019/SP
PSY-110	Psychology: An Overview	2019/SP
PSY-231	Introduction to Human Sexuality	2019/SP
SM-150	Semiconductor Processing I	2019/SP
SM-229	Vacuum Technology	2019/SP
SOC-204	Introduction to Sociology	2019/SP
SOC-205	Social Stratification & Social Systems	2019/SP
SOC-206	Institutions & Social Change	2019/SP
SOC-210	Marriage, Family, & Intimate Relations	2019/SP
SOC-225	Social Problems	2019/SP
SOC-280	Sociology/CWE	2019/SP
SPN-201	Second-Year Spanish I	2019/SP
SPN-211	Intermediate Spanish Conversation	2019/SP
WET-020	Wastewater Operations II	2019/SP
WS-101	Introduction to Women's Studies	2019/SP
Z-201	General Zoology	2019/SP
Z-202	General Zoology	2019/SP
Z-203	General Zoology	2019/SP

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Automotive Technology: Auto Mechanics

Submitter

First Name: Jay
Last Name: Leuck
Phone: 3052
Email: jayl

Course Prefix and Number: AM - 121

Credits: 3

Contact hours

Lecture (# of hours):
Lec/lab (# of hours): 72
Lab (# of hours):
Total course hours: 72

For each credit, the 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 Auto Repair I

Course Description:

In this course students will experience working in an auto shop/lab as they repair customer vehicles. They will apply concepts such as shop and personal safety, tools and their usage, and customer service as they develop workplace employability skills and work habits.

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): Automotive Service 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: 1st term students seeking A.A.S. degree in Auto Service Technology should meet with Instructor prior to the beginning of the term

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**
- ✓ **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 proper shop and personal safety rules and procedures,
2. identify tools and equipment and their usage in automotive applications,
3. demonstrate preparing a vehicle for service,
4. demonstrate preparing a vehicle for customer,
5. demonstrate effective workplace employability skills and good work habits.

This course does not include assessable General Education outcomes.

Major Topic Outline:

Shop and personal safety
Tools and equipment
Preparing vehicle for service
Preparing vehicle for customer
Workplace employability skills
Work habits

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

Show changes since last approval in red

Section #1 General Course Information

Department: Social Sciences

Submitter

First Name: Robert
Last Name: Keeler
Phone: 3409
Email: robertk

Course Prefix and Number: ANT - 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: Physical Anthropology

Course Description:

Introduces the study of humans as biocultural beings in the context of modern genetics, evolutionary theory, primate taxonomy, anatomy and behavior, fossil hominines, and the role of the physical anthropologist in forensic science.

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?

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?

No

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. discuss the notion that humans are biocultural beings and assess the significance of this idea;
 2. outline the basic concepts of modern genetics, heredity and evolutionary theory (SC2) (SC3);
 3. identify the basic characteristics that distinguish primates from other mammals and humans from other primates in terms of behavior and anatomy (SS1);
 4. summarize the course of hominine evolution, identifying the key fossil species and sites (SC1) (SS2) (SS3);
 5. describe the kinds of variation seen in different human populations, correlate these variations with differing environments, and assess the significance of these variations in our species (SS1) (SS2) (CL1);
 6. describe the role of the physical anthropologist in forensic science (IL5).
-

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

- 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:

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

:

Major Topic Outline:

1. humans as biocultural beings.
2. genetics, heredity, and evolutionary theory.
3. primate taxonomy, behavior, and anatomy.
4. hominine paleontology.
5. human variation and adaptation.
6. forensic anthropology.

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)

PSU ANTH 101
OSU ANTH 240
WOU ANTH 214
UO ANTH 170

UO ANTH 170

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.

online transfer lists for Oregon Colleges

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: Art

Submitter

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

Course Prefix and Number: ART - 131

Credits: 4

Contact hours

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

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

Course Title: Introduction to Drawing

Course Description:

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

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Arts and Letters

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

- ✓ **Fall**
- ✓ **Winter**
- ✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

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

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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2. Locate, evaluate, and ethically utilize information to communicate effectively.
3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.
2. Respond to the needs of diverse audiences and contexts.
3. Build and manage relationships.

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

- S** 1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.
- S** 2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.
3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:✓ **Portfolios**✓ **Journal Writing**✓ **Other Assessment Tools:** Critique**Major Topic Outline:**

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

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

1. Increased energy efficiency **No**

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

- | | |
|---|--|
| <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) |

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

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

How does it transfer? (Check all that apply)

- required or support for major
- general education or distribution requirement
- general elective
- :

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

- Other. Please explain.

College and university websites have information about Drawing courses.

First term to be offered:

Specify term: Winter 2019

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Business & Computer Science: Business

Submitter

First Name: Dale
Last Name: Hatfield
Phone: 3074
Email: daleh

Course Prefix and Number: BA - 239

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: Advertising

Course Description:

Emphasizes a strategic and integrated approach to promotion where traditional and non-traditional techniques of promotion are explored. The relationship and role of advertising to marketing will be stressed throughout the course.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

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: BA-101, and 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?

No

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 basic advertising terminology and career opportunities in the advertising field;
2. describe the role of promotion as it relates to a comprehensive marketing mix strategy;
3. outline the relationship between ethics, social responsibility and promotion;
4. list and differentiate among basic techniques used to research and plan promotional strategy;
5. describe and discuss the characteristics, advantages and limitations of the major advertising media in the US;
6. identify and create different forms of traditional and non-traditional promotion, understand the appropriate use of each;
7. work effectively as a team member through group projects, case studies, and problem analysis;
8. develop an appropriate, efficient and effective integrated marketing communications plan for a company or organization.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Integrated marketing communications.
2. Corporate image and brand management.
3. Buyer behaviors.
4. The IMC planning process.
5. Advertising management.
6. Advertising design: theoretical frameworks and types of appeals.
7. Advertising design: message strategies and executional frameworks.
8. Traditional media channels.
9. E-active marketing.
10. Alternative marketing.
11. Database and direct response marketing and personal selling.
12. Sales promotions.
13. Public relations and sponsorship programs.
14. Regulations and ethical concerns.
15. Evaluating an integrated marketing program.

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%

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

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

- OIT (Oregon Institute of Technology)
- OSU (Oregon State University)
- PSU (Portland State University)
- SOU (Southern Oregon University)
- UO (University of Oregon)
- WOU (Western Oregon University)

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

EQU-BA 464
OIT-BUS 319
OSU-MRKT 493
PSU-MKTG 340U
SOU-BA 432
UO-MKTG 420
WOU-BA 415

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: Sciences

Submitter

First Name: Polly
Last Name: Schulz
Phone: 3358
Email: pollys

Course Prefix and Number: BI - 101

Credits: 4

Contact hours

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

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

Course Title: General Biology; Cellular Biology

Course Description:

An inquiry-based laboratory course focusing on cellular biology, genetics, epigenetics, biotechnology and natural selection. Class uses student centered activities in a collaborative learning environment to enhance appreciation of the biological world.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Science & Computer Science

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: MTH-060 or MTH-098 or placement in MTH-065; and 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?

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. demonstrate the ability to communicate and comprehend basic scientific principles and concepts important to an understanding of the major topics in cellular biology; (SC1)
 2. critically examine and assess the strengths and weaknesses of evidence that supports current scientific knowledge in cellular biology; (SC3)
 3. demonstrate an ability to use electronic resources, mathematics and common laboratory equipment to gather and accurately interpret and communicate scientific information and generate further questions in the pursuit of scientific inquiry. (SC1) (SC2)
-

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.
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.
- 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

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**
- ✓ **Presentations**
- ✓ **Rubrics**
- ✓ **Other Assessment Tools:** Formal Lab Reports
- ✓ **Projects**
- ✓ **Writing Assignments**
- ✓ **Multiple Choice Test**
- ✓ **Pre-Post Assessment**

Major Topic Outline:

1. Scientific methodology & measurements.
2. Characteristics of life and water.
3. Cell membrane structure and function.
4. Nucleic acids and energy production.
5. Proteins synthesis and enzymes.
6. Mitosis, the cell cycle, and cancer.
7. Meiosis and inheritance.
8. Gene regulation and natural selection.
9. Evolution and artificial selection.

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

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

BI-101 General Biology--Cell Biology

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.

Legacy course--all institutions have this course.

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: Sciences

Submitter

First Name: Polly
Last Name: Schulz
Phone: 3358
Email: pollys

Course Prefix and Number: BI - 102

Credits: 4

Contact hours

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

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

Course Title: General Biology; Animal Systems

Course Description:

An inquiry-based laboratory course focusing on human and animal body systems; including teratogens, Hox genes and hormone mimics in embryonic development. Activities emphasize comparisons across animal phyla to better understand the diversity of life. The class uses student centered activities in a collaborative learning environment to enhance appreciation of the animal kingdom.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Science & Computer Science

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: MTH-060 or MTH-098 or placement in MTH-065; and 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?

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. demonstrate the ability to communicate and comprehend basic scientific principles and concepts important to an understanding of the major topics in animal biology; (SC1)
 2. critically examine and assess the strengths and weaknesses of evidence that supports current scientific knowledge in animal biology including adaptations to environmental change and human impact on animals; (SC3)
 3. demonstrate an ability to use electronic resources, mathematics and common laboratory equipment to gather and accurately interpret and communicate scientific information and generate further questions about animals and their adaptations to the environment; (SC2) (SC3)
-

**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.
- 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.
- 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

- 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**
- ✓ **Presentations**
- ✓ **Rubrics**
- ✓ **Other Assessment Tools:** Formal Lab Reports
- ✓ **Projects**
- ✓ **Writing Assignments**
- ✓ **Multiple Choice Test**
- ✓ **Pre-Post Assessment**

Major Topic Outline:

- 1. Multicellularity, including current scientific theories and hypothesis on their origin and evolution of animal tissues.
- 2. Animal body form and function.
- 3. Support and movement of the animal body.
- 4. The role of the nervous system in coordinating the activities of the animal body.
- 5. Distributing materials through the animal body.
- 6. Obtaining energy from the environment.
- 7. Utilization of energy and metabolism.
- 8. Osmoregulation, excretion, and behavior.
- 9. Behavior and reproduction.
- 10. Classification and animal diversity.

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

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

BI-102 General Biology Animal Systems

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.

Legacy course--every college offers this course.

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: Sciences

Submitter

First Name: Polly
Last Name: Schulz
Phone: 3358
Email: pollys

Course Prefix and Number: BI - 103

Credits: 4

Contact hours

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

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

Course Title: General Biology; Plants & the Ecosystem

Course Description:

An inquiry-based laboratory course focusing on plants and the ecosystem; including plant identification, population dynamics, productivity and energy flow. Activities include an integrated approach to understanding environmental issues and the impact of humans on the biosphere. The class uses student centered activities in a collaborative learning environment to enhance appreciation of the biological world.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Science & Computer Science

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: MTH-060 or MTH-098 or placement in MTH-065; and 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?

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

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?

No

Student Learning Outcomes:

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

1. demonstrate the ability to communicate and comprehend basic scientific principles and concepts important to an understanding of the major topics in plant biology, population dynamics and ecology; (SC1)
 2. critically examine and assess the strengths and weaknesses of evidence that supports current scientific knowledge in plant biology, population dynamics and ecology; (SC3)
 3. demonstrate an ability to use electronic resources, mathematics and common laboratory equipment to gather and accurately interpret and communicate scientific information and generate further questions information about populations and their adaptations to environmental issues and the limitations and consequences of human impact on the survival of populations and the ecosystem. (SC2) (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.
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.
- 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

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**
- ✓ **Presentations**
- ✓ **Rubrics**
- ✓ **Other Assessment Tools:** Formal Lab Reports
- ✓ **Projects**
- ✓ **Writing Assignments**
- ✓ **Multiple Choice Test**
- ✓ **Pre-Post Assessment**

Major Topic Outline:

1. Population growth, regulation and survivorship.
2. Human populations.
3. Diversity, trophic levels and energy flow.
4. Biogeochemical cycles.
5. Community interactions.
6. Terrestrial biomes and climate.
7. Plants and productivity.
8. Plant diversity.
9. Aquatic ecosystems and sustainable water.
10. Review of the impact of human activity on populations and the ecosystem and the implications for long term sustainability.

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

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

BI-103 General Biology Ecology & Plant systems

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.

Legacy class--all colleges offer this course.

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: Sciences

Submitter

First Name: Michael
Last Name: Patterson
Phone: 3490
Email: michaelp

Course Prefix and Number: BI - 120

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: Introduction to Human Anatomy and Physiology

Course Description:

This laboratory course is designed to serve the students in the Career Technical Programs: Medical Assistant and Clinical Laboratory Assistant students as part of their core curriculum. Material covered includes the structure and function of the human body. Basic chemistry and cell structures are covered, as well as the organization of tissues, organs, and organ systems. Correlations can then be made between this material and disease states commonly encountered in the practice of these fields. Animal organ dissection is required.

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

✓ Science & Computer Science

✓ Mathematics

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: BI-120L

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. understand the relationship between anatomy and physiology in various human body systems; (SC1)
 2. properly use vocabulary associated with the anatomy and physiology of the human body; (SC1)
 3. demonstrate, in and outside of a laboratory setting, the basics of chemistry that effect cellular processes; (SC1) (SC2)
 4. demonstrate, in and outside of a laboratory setting, cell, tissue and membrane structure and function; (SC1) (SC2)
 5. demonstrate, in and outside of a laboratory setting, general anatomical and physiological details of the following organ systems: integumentary (skin), skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive; (SC1) (SC2)
 6. relate the course material to the ethical and sociological implications of health and disease and their impact on society. (SC2) (SC3)
-

**AAOT/ASOT GENERAL EDUCATION OUTCOMES
COURSE OUTLINE MAPPING CHART**

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

- 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:

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

✓ **Other Assessment Tools:** **Laboratory Reports**

Major Topic Outline:

1. Orientation.
 - a. Definitions of anatomy and physiology and how they are related.
 - b. Life functions and the organ systems that accomplish these functions.
 - c. Homeostasis.
 - d. Negative Feedback.
 - e. Planes of division and directional terms.
 - f. Body cavities, their subdivisions and contents.
2. Basic chemistry and the cell.
 - a. Characteristics of water and its importance to homeostasis.
 - b. pH, buffers and homeostasis.
 - c. Building blocks, structure and functions of carbohydrates, lipids, proteins & nucleic acids.
 - d. Enzymes, their function and factors influencing their activity.
 - e. ATP.

- f. Cell structure and the cell membrane.
- g. Movement of materials through the cell membrane.
- h. Limits of cell size and surface area/volume ratio.
- 3. Tissues, membrane and skin.
 - a. DNA replication and mitosis.
 - b. Major tissue types and how they differ structurally and functionally.
 - c. The different membranes and their locations in the body.
 - d. Subdivision of the skin and their functions.
 - d1. Functions of sebaceous and sweat glands and hair.
 - d2. Temperature feedback loop, the skin, and homeostasis.
 - e. Skin diseases/disorders.
 - e1. Burns.
 - e2. Skin cancer.
- 4. Skeletal system.
 - a. Functions of the skeletal system.
 - b. Classification of bones.
 - c. Bone tissue structure.
 - d. Axial and appendicular skeleton.
 - e. Fetal development of bones.
 - f. Joint types and their functionality.
 - g. Skeletal diseases/disorders.
 - g1. Bone fractures.
 - g2. Osteoporosis.
- 5. Muscular system.
 - a. Types of muscle tissue, their location and function.
 - a1. Skeletal.
 - a2. Cardiac.
 - a3. Smooth.
 - b. All or none hypothesis of muscle contraction.
 - c. Relationship of nerves to muscles.
 - d. The sliding filament theory of muscle contraction.
 - e. Sources of energy for muscle contraction.
 - f. Basic body movements.
 - g. Muscular diseases/disorders.
 - g1. Muscle strain.
 - g2. Contractures.
- 6. The nervous system.
 - a. Functions of the nervous system.
 - b. Organization of the nervous system.
 - b1. Neurons and their classification and functions.
 - b2. Neuroglia.
 - c. Nerve impulse physiology.
 - d. The synapse and neurotransmitters.
 - e. Reflexes.
 - f. The central nervous system structures and functions.
 - f1. Hemispheres and lobes of cerebrum.
 - f2. Diencephalon, brain stem, and cerebellum.
 - f3. The meninges, blood brain barrier and cerebrospinal fluid.
 - g. The peripheral nervous system structures and functions.
 - h. The autonomic nervous system structures and functions.
 - i. Nervous system diseases/disorders.
 - i1. Alzheimer disease.
 - i2. Stroke.
- 7. Endocrine system.
 - a. Organization of the endocrine system.
 - b. Characteristics and general functions of hormones.
 - c. Negative feedback loops for homeostasis of calcium, glucose, and body temperature.
 - d. The source, target, and action of the hormones of the endocrine system.
 - e. Endocrine system disease/disorders.
 - e1. Growth Hormone imbalances.
 - e2. ADH imbalances.
 - e3. Thyroid Hormone imbalances.
 - e4. Insulin deficiency.
- 8. Blood.
 - a. Blood function, properties, and composition.
 - a1. Red blood cell structure and function.
 - a2. White blood cell types and functions.
 - b. Blood typing.
 - b1. ABO.
 - b2. Rh.
 - c. Hemostasis.
 - d. Blood imbalances/disorders.
 - d1. Anemia.
 - d2. Thrombosis.
 - d3. Embolus.
 - d4. Hemophilia.
 - d5. Sickle Cell Anemia.
- 9. Cardiovascular system.
 - a. Structure and functioning of the heart.
 - b. Cardiovascular pathway.
 - c. The heartbeat's relation to heart structure.
 - d. Comparison and contrast of arteries, veins and capillaries.
 - e. Specific blood vessels and pathways.
 - f. Capillary function.
 - g. Physiology of circulation.
 - g1. Pulse.
 - g2. Blood pressure.
 - g3. Factors affecting blood pressure.
 - h. Cardiovascular diseases/disorders.
 - h1. Hypertension.
 - H2. Coronary artery disease.
- 10. The lymphatic system.
 - a. Organization of the lymphatic system.

- b. Composition of lymph and the function of the lymph nodes.
- 11. The immune system.
 - a. Non-specific and specific body defenses.
 - b. Importance of phagocytes.
 - c. The role of B cells, T cells and plasma cells.
 - d. The relationship of antigens and antibodies.
 - e. Active and passive immunity.
 - f. Immune system diseases/disorders.
 - f1. Allergic reactions
 - f2. HIV
- 12. The respiratory system.
 - a. The organs of the respiratory system and their functions.
 - b. Mechanics of breathing.
 - c. Respiratory physiology.
 - c1. Inspiration.
 - c2. Expiration.
 - d. Nervous system control of rate and depth of respiration.
 - e. Respiratory diseases/disorders.
 - e1. Asthma.
 - e2. COPD.
- 13. The digestive system.
 - a. Physical digestion of food.
 - b. Chemical digestion of food.
 - c. Organs of the system and their functions.
 - d. Peristalsis and segmentation.
 - e. Enzymes, their substrates, and products.
 - f. Modifications to digestive tract to increase absorption.
 - g. The relationship between bile, emulsification and fat digestion.
 - h. Digestive diseases/disorders.
 - h1. Peptic Ulcers.
 - H2. Gastroesophageal reflux disease.
- 14. The urinary system.
 - a. Functions of the urinary system.
 - b. Complete pathway of urine from.
 - c. Blood supply to the kidney.
 - d. Structure and function of the nephron.
 - e. Filtration, reabsorption and tubular secretion as urine forming processes.
 - f. Nitrogen waste and its source.
 - g. Role of aldosterone and antidiuretic hormone in changing the volume and composition of the blood.
 - h. The kidney in acid-base balance.
 - i. Urinary system diseases/disorders.
 - i1. Kidney failure.
 - I2. Urinary Tract Infection.
- 15. The reproductive system.
 - a. Male reproductive system.
 - a1. Anatomical structures.
 - a2. Production of sperm.
 - a3. Male hormonal control.
 - b. Female reproductive system.
 - b1. Anatomical structures.
 - b2. Ovarian cycle/egg production.
 - b3. Female hormonal control.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

✓ **PSU (Portland State University)**

✓ **OSU (Oregon State University)**

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

Lower Division Transfer Class: Intro to Human Anatomy and Physiology at OSU and PSU

How does it transfer? (Check all that apply)

✓ required or support for major

✓ general elective

:

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

✓ Other. Please explain.

This class is required at CCC for successful completion of the MA and CLA one year certificate program. For a general elective, it was found on the Transfer Tables from websites of institutions listed above.

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: Sciences

Submitter

First Name: Polly
Last Name: Schulz
Phone: 3358
Email: pollys

Course Prefix and Number: BI - 234

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: Introductory Microbiology

Course Description:

An introductory microbiology lab course required for health science and science majors. Includes characteristics, physiology and growth requirements of microorganisms, interactions between humans and microorganisms, immunology, infection, and principles of microbial control. This course emphasizes critical thinking and analytical skills in a collaborative laboratory environment.

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: BI-101 or BI-112 or BI-211; and CH-104 or CH-112 or CH-221

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)*

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

- ✓ **Fall**
- ✓ **Winter**
- ✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate the ability to communicate and comprehend basic scientific principles and concepts important to an understanding of microbiology; (SC1)
 2. critically examine and assess the strengths and weaknesses of scientific theories and/or hypotheses important to an understanding of microbiology principles; (SC3)
 3. apply scientific and technical modes of inquiry, including use of common electronic and lab equipment, to gather data, critically evaluate information and explore the limitations and consequences of human actions on infectious disease and disease transmission. (SC2) (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.
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.
- 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.
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**
- ✓ **Criteria**
- ✓ **Rubrics**
- ✓ **Projects**
- ✓ **Writing Assignments**
- ✓ **Industry Standards**
- ✓ **Multiple Choice Test**
- ✓ **Pre-Post Assessment**
- ✓ **Other Assessment Tools:** Lab assignments

Major Topic Outline:

1. Overview of microorganisms and their characteristics.
2. Scientific Methodology & Measurements in microbiology.
3. Bacteria identification & classification.
4. Mutation, diversity, artificial selection and the bacterial genome.
5. Viruses & bacteriophage.
6. The dynamics of bacterial growth & nutritional requirements.
7. Bacteria metabolism and pathogenicity factors.
8. Innate and adaptive Immunity and the human immune system to microorganism.
9. Common eukaryotic pathogens in human health.
9. Antimicrobial methods.

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

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

BI-234 Microbiology

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.

legacy class offered at all colleges. Lab credits may vary.

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: Business & Computer Science: Business

Submitter

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

Course Prefix and Number: BT - 121

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: Data Entry

Course Description:

This course is designed to teach the computer numeric keypad by touch with speed and accuracy using industry standards for data entry. This skill is especially helpful to people in the fields of data entry, accounting, office administration, insurance, banking and finance, and any other work that requires numeric input.

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 & 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?

✓ **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. implement accurate keying of numeric data by touch using the numeric keypad of a computer;
2. demonstrate proper ergonomic techniques while keying numeric data;
3. demonstrate a minimum of 6000 kspm (key strokes per minute) with a minimum 98% accuracy.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Correct finger position when keying numeric data by touch using a computer keyboard.
2. Building speed and accuracy while keying numeric data by touch.
3. Use of proper ergonomics techniques for keypad entry.

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

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 - 271

Credits: 4

Contact hours

Lecture (# of hours):
Lec/lab (# of hours): 44
Lab (# of hours): 66
Total course hours: 110

For each credit, the 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 Business Projects

Course Description:

Participate in real-world administrative office experience on the campus of CCC by working as team members in a professional environment. Practice using oral and written communications, analyzing information, event and project planning, problem solving, decision making, prioritizing, applying time management skills, and using industry standard technology skills and tools. Each student will spend 60 to 72 hours per term working in a CCC Office (paired with an Administrative Professional), 2 hours per week within the classroom.

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

Are there prerequisites to this course?

Yes

Pre-reqs: BA-122, BA-131, BA-205, BT-125, BT-160, BT-161, BT-262, and CS-135S

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: BT-216

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)*

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **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. function professionally and effectively as an individual and as a team member in a variety of situations and types of offices;
2. perform a range of office procedures and generate documents such as letters, reports, forms, memos, and spreadsheets using a variety of industry-standard software and equipment;
3. utilize the integrated applications of MS Office in the creation of various projects;
3. communicate in oral and written format in a diverse office environment;
4. analyze and interpret information to make decisions that accomplish the goals of a project or planning of an event;
5. collaborate with colleagues to recognize problems, develop potential solutions, and evaluate the effectiveness of the results;
6. identify the successful qualities of an administrative professional and demonstrate awareness of the advancement opportunities of an administrative professional within this career field.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Teamwork/collaboration.
 - a. Mentor and assist other team members.
 - b. Demonstrate emotional intelligence.
 - c. Assess and strengthen personal behavior to improve team performance.
 - d. Use influence and persuasion effectively.
 - e. Use discretion and diplomacy.
2. Office & technical skills.
 - a. Demonstrate accountability by meeting deadlines.
 - b. Use efficient procedures and processes to coordinate workflow and accomplish tasks.
 - c. Demonstrate project management skills by establishing project goals, setting appropriate timelines, establishing methods for feedback, and evaluating outcomes.
 - d. Exhibit accuracy and attention to detail in all tasks.
 - e. Plan and participate in meetings.

- f. Choose and implement document formats appropriate to the project.
 - g. Select appropriate methods or tools to complete projects (software, communication channel).
 - h. Prepare a variety of documents integrating multiple software applications and technology.
3. Communication & information management
- a. Be resourceful in obtaining, organizing, analyzing, evaluating, and managing information.
 - b. Utilize effective reading, writing, and listening skills.
 - c. Compose written and electronic messages using business standards.
 - d. Use calendaring and scheduling tools to arrange meetings.
 - e. Complete recordkeeping tasks that are accurate and orderly.
4. Analysis, problem solving, productivity
- a. Use critical thinking skills to make effective decisions and solve business problems.
 - b. Analyze information and use good judgment when obtaining and using information.
 - c. Recognize problems, develop solutions, and evaluate effectiveness of results.
 - d. Manage productivity.
5. Professionalism
- a. Model good work ethics and professionalism including regular and punctual attendance.
 - b. Practice ethical principles and confidentiality.
 - c. Demonstrate appearance and mannerisms appropriate for an office environment.
 - d. Display a positive attitude and willingness to adapt to changes and difficult situations.
 - e. Understand and adapt to the needs and work styles of others.
 - f. Understand importance of professional career plans, lifelong learning, and professional organizations.

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

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

Percent of course: 0%

First term to be offered:

Specify term: Spring 2016

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Sciences

Submitter

First Name: Eden
Last Name: Francis
Phone: 3352
Email: edenf

Course Prefix and Number: CH - 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: Chemistry for Health Sciences

Course Description:

One-term preparatory chemistry course for students who want to take BI-231 and/or BI-234. Includes measurement; atomic structure; periodic table; bonding; nomenclature; heat; molecular and ionic interactions in solids; liquids and solutions; chemical reactions including acid-base; organic chemistry; and biochemistry.

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: MTH-065 or MTH-098 with a C or better or placement in MTH-095; 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?

Yes

Recommendations: BI-112

Requirements:

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

- ✓ **Summer**
- ✓ **Fall**
- ✓ **Winter**
- ✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. describe the scientific method and the procedures used in generating hypotheses and solving scientific questions in the context of chemistry; (SC1) (SC2) (SC3)
 2. analyze problems and apply appropriate problem-solving methods, including the correct use of experimental data, units and significant figures; (SC1) (SC2)
 3. illustrate the current model of atomic structure and relate atomic structure to the principles of bonding between atoms; (SC1) (SC2)
 4. describe the relationship between chemical structure at the atomic- and molecular-level and observable physical properties; (SC1) (SC2)
 5. clearly communicate and comprehend basic scientific principles and concepts important to an understanding of major topics in introductory chemistry; (SC1)
 6. demonstrate understanding of fundamental concepts of chemistry by definition, explanation, and use of these ideas in examinations and laboratory exercises; (SC1) (SC2)
 7. critically examine the fundamentals of chemistry in their role as applied to human biology and medicine. (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**

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:

:

Major Topic Outline:

1. Scientific method.
2. Measurements, atoms and elements.
 - a. Measurements: units, prefixes and equalities.
 - b. Measured numbers and significant figures.
 - c. Conversion factors and problem solving.
 - d. Density.
 - e. Classification of matter.
 - f. Elements and symbols.
 - g. Periodic table: arrangement and significance, periodic trends.
 - h. Atoms: structure, atomic number and atomic mass.
3. Compounds and their bonds.
 - a. Octet rule
 - b. Ionic compounds: nature of ionic bonding, naming and writing ionic formulas.
 - c. Covalent compounds: nature of covalent bonding, naming and writing covalent formulas.

- d. Electronegativity, bond polarity, and polarity of molecules.
- 4. Chemical reactions and quantities, energy and matter.
 - a. Representing chemical changes and chemical equations.
 - b. Identifying types of chemical reactions.
 - c. Concept of moles: determining molar mass and relating moles to balanced equations.
 - d. Differences and relationship of heat and temperature.
 - e. Energy and nutrition.
 - f. Energy and chemical reactions.
- 5. Solutions.
 - a. Components of a solution.
 - b. Water as a solvent.
 - c. Formation of a solution and interactions between solute and solvent particles.
 - d. Concentration, both qualitative and quantitative (% concentration and M).
 - e. Properties of solutions, including osmosis and dialysis.
- 6. Acids and bases.
 - a. Definitions and nomenclature of acids and bases.
 - b. Identifying conjugate acid-base pairs.
 - c. Strengths of acids and bases.
 - d. The auto-ionization of water and relationship to the pH scale.
 - e. Determining pH of solutions.
 - f. Common reactions of acids and bases.
 - g. Describe and identify buffer solutions.
- 7. Introduction to organic chemistry.
 - a. Define organic chemistry and describe bonding in organic compounds.
 - b. Identify functional groups and types of organic compounds
 - c. Relate the structure of organic compounds to their physical properties.
 - d. Identify selected organic reactions (combustion, hydrogenation, hydration, oxidation of alcohols and aldehydes, dehydration, hydrolysis).
- 8. Carbohydrates.
 - a. Chemical structure of carbohydrates.
 - b. Importance of chiral carbons in carbohydrates.
 - c. Chain and cyclic structures of carbohydrates.
 - d. Hydrolysis of poly- and disaccharides into monosaccharides.
 - e. Structural differences of some polysaccharides and resulting functional differences.
- 9. Nucleic acids.
 - a. Chemical structures of the components of DNA and RNA.
 - b. Structural differences and similarities between DNA and RNA.
 - c. Relationship between the structures of nitrogen bases and the formation of base pairs in the DNA double helix.
- 10. Lipids.
 - a. Types of lipids.
 - b. Physical properties of lipids.
 - c. Chemical properties of triacylglycerols.
 - d. Hydrolysis and saponification of triacylglycerols.
- 11. Amino acids, proteins and enzymes.
 - a. Functions of proteins.
 - b. Structures and chemical properties of amino acids.
 - c. Formation of polypeptides.
 - d. Levels of protein structure.
 - e. Relationship between structure and function of enzymes.
 - f. Factors affecting enzyme activity.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

PSU (Portland State University)

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

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

CH LDT Chemistry for Health Sciences (OSU)
 CH LD (PSU)
 CH 120T (UO)

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 Course Equivalencies List online
Transferology (PSU, UO)

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: Sciences

Submitter

First Name: **George**
Last Name: **Burgess**
Phone: **3347**
Email: **george.burgess@clackamas.edu**

Course Prefix and Number: CH - 221

Credits: 5

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours): 33
Total course hours: 77

For each credit, the 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 Chemistry

Course Description:

Transfer lab course for science, engineering, and professional majors. Covers the nature of chemistry, atomic theory, electron configuration, structure, bonding, properties, composition and nomenclature of covalent and ionic substances. Introduces organic chemistry and biochemistry topics.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Science & Computer Science

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: CH-104 and CH-105, or CH-150, with a C or better; or a year of high school chemistry within five academic years of beginning CH 221 (passed all terms with C 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: Yes

When do you plan to offer this course?

✓ **Fall**

✓ **Winter**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. correctly describe, explain, apply, illustrate, evaluate and perform qualitative and quantitative calculations based on information given, derived, and/or and developed in a laboratory setting involving concepts, models, and theories;
 2. read actively, think critically and write purposely and capably about scientific concepts, theories, and problems based in chemistry;
 3. demonstrate the ability to communicate and comprehend basic scientific principles and concepts important to an understanding of major topics in general chemistry; (SC1)
 4. critically examine fundamentals of chemistry and their role in shaping current scientific knowledge; (SC3)
 5. apply key concepts of general chemistry to solutions for everyday problems and generate further questions; (SC1)
 6. apply scientific and technical inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations and solve problems; (SC2)
 7. use electronic resources and common laboratory equipment in the pursuit of scientific inquiry; (SC2)
 8. demonstrate an ability to work individually and collaboratively to critically analyze scientific data, explore ideas and present complex scientific issues; (SC2)
 9. apply mathematics and technology to accurately interpret, validate and communicate solutions to solve scientific problems and test hypotheses; (SC1)
 10. critically examine the influence of scientific and technical knowledge on human society and the environment. (SC3)
-

**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.
- 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.
- 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

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

SC: Science or Computer Science Outcomes

- S** 1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
- S** 2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.
- S** 3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

:

Major Topic Outline:

- 1. Matter and measurements.
 - a. The scientific method.
 - b. Classification of matter.
 - c. Properties of matter.
 - d. Units of measurement.
 - e. Uncertainty in measurement.
 - f. Dimensional analysis to solve problems.
- 2. Atoms, ions, and molecules.
 - a. Atomic theory of matter.
 - b. Discoveries of atomic structure.
 - c. The modern view of atomic structure.
 - d. Atomic weights.
 - e. The periodic table.
 - f. Molecules and molecular compounds.

- g. Ions and ionic compounds.
- h. Nomenclature of inorganic compounds.
- i. Simple organic compounds including alkanes on alcohols.
- 3. Stoichiometry.
 - a. Chemical equations.
 - b. Patterns of chemical reactivity.
 - c. Formula weights, Avogadro's number and the mole.
 - d. Empirical formulas from analyses.
 - e. Quantitative information from balanced equations.
 - f. Limiting reactants.
- 4. Aqueous reactions.
 - a. General properties of aqueous solutions.
 - b. Precipitation reactions.
 - c. Acid–base reactions.
 - d. Oxidation–reduction reactions.
 - e. Concentrations of solutions.
 - f. Solution stoichiometry and chemical analysis.
- 5. Thermochemistry.
 - a. The nature of energy.
 - b. The First Law of Thermodynamics.
 - c. Enthalpy.
 - d. Enthalpies of reaction.
 - e. Calorimetry.
 - f. Hess's law.
 - g. Enthalpies of formation.
 - h. Foods and fuels.
- 6. Electronic structure of atoms.
 - a. The wave nature of light.
 - b. Quantized energy and photons.
 - c. Line spectra and the Bohr model.
 - d. The wave behavior of matter.
 - e. Quantum mechanics, atomic orbitals.
 - f. Representations of orbitals.
 - g. Many-electron atoms and alteration of energy levels.
 - h. Electron configurations.
 - i. Electron configurations and the periodic table.
- 7. Periodic properties of the elements.
 - a. Development of the periodic table.
 - b. Effective nuclear charge.
 - c. Sizes of atoms and ions.
 - d. Ionization energy.
 - e. Electron affinities.
 - f. Metals, nonmetals, and metalloids.
 - g. Group trends for the active metals.
 - h. Group trends for selected nonmetals.

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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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)

Clackamas Community College
Online Course/Outline Submission System

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 - 219

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: Small Group Discussion

Course Description:

Theories and practices of small group communication through group discussions, readings and written exercises. Emphasis on effective group communication, leadership skills, and problem-solving in small groups.

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?

✓ **Winter**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. identify the various types of groups available in the private, public, global arena; (CL1)
2. recognize group members' roles and functions in the group process; (AL1)(AL2)
3. describe the development, maintenance and deterioration of small groups; (AL1) (AL2)
4. identify the inter/intra-cultural difference between verbal and nonverbal communication and their influence upon human interaction and group relationships; (AL1) (AL2) (CL1)
5. demonstrate problem-solving, conflict resolution and reduction techniques within groups; (AL1)
6. discuss leadership skills that affect group members' attitudes and motivations; (AL1) (AL2) (C1)
7. identify the ethical dimensions and elements of cohesiveness and groupthink within group dynamics; (AL2)
8. prepare for and participate in the group decision-making process; (AL1) (AL2) (SP1) (SP2) (SP3)
9. identify how different methods of group decision-making, critical thinking (including errors), and creative problem-solving techniques can affect a group in its decision-making; (AL1) (AL2) (SP1) (SP2) (SP3)
10. investigate, analyze, and integrate evidence and reasoning into group problem-solving; (AL1) (AL2) (SP1) (SP2) (SP3)
11. identify and evaluate different types of verbal and nonverbal messages as well as listening skills in group work; (C1) (SS1) (AL2) (SP1) (SP2) (SP3)

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
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SP: Speech/Oral Communication Outcomes

- P** 1. Engage in ethical communication processes that accomplish goals.
- P** 2. Respond to the needs of diverse audiences and contexts.
- P** 3. Build and manage relationships.

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

- S** 1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.
- S** 2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.
3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

- | | |
|----------------------------------|----------------------------------|
| ✓ General Examination | ✓ Projects |
| ✓ Presentations | ✓ Writing Assignments |
| ✓ Criteria | ✓ Multiple Choice Test |
| ✓ Rubrics | |
| | ✓ Pre-Post Assessment |
| ✓ Other Assessment Tools: | Community Service Project |

Major Topic Outline:

1. Sender-message-receiver process.
2. Group motivational theories.
3. Definition of groups.
4. Functional versus dysfunctional groups development and deterioration.
5. Problem solving process and conflict resolution.
6. Cohesiveness and groupthink.
7. Leadership styles and theories.
8. Membership styles and theories.
9. Group evaluation from forming.
10. Stages of group development.
11. Diversity in groups.
12. Verbal and nonverbal communication in groups.
13. Listening in groups.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

- | | |
|--|--|
| <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)

SPE 321 Small Group/Team Comm at OIT (but students must replace with another upper division class)
COMM 225 Small Group Comm at SOU

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.

Verified through transferability information listed on colleges' websites.

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: Business & Computer Science: Computer Science

Submitter

First Name: Jen
Last Name: Miller
Phone: 3138
Email: jen.miller

Course Prefix and Number: CS - 120

Credits: 4

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours): 22
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: Survey of Computing

Course Description:

A computer competency course to familiarize students with computer concepts, software applications and the implications of living in the digital age. Introduces students to computer concepts, including, but not limited to the Microsoft Windows environment, Microsoft Office Applications, hardware terminology, social media and the Internet.

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: CS-090 or placement in CS-120 and 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?

No

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. define common computer hardware-related terms and concepts;
2. describe major events in the history of computing, including the origin of modern computing, the evolution of the modern internet, and the evolution of the Graphical User Interfaces;
3. create and modify documents, spreadsheets, databases and presentations using MS Office;
4. navigate through the MS Windows environment;
5. describe and implement an effective file management scheme;
6. discuss the role of computers and computing in current industry and technological environment;
7. explain the implications of social media on personal and professional endeavors;
8. use the Library and the Internet as a research tool for scholarly projects.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Introduction.
2. Computing Fundamentals.
 - a. Essential computer hardware.
 - b. The role of the operating system.
 - c. Networking concepts.
3. Using Productivity Software.
 - a. Creating a new Word document.
 - b. Formatting and organizing.
 - c. Importing text.
 - d. Collaboration.
 - e. Managing money formulas and functions.
 - f. Giving meaning to data using charts.
 - g. Creating and enriching presentations.
 - h. Creating a customized database.
4. Living in the Digital Age.
 - a. Understanding the internet.
 - b. Searching for information.
 - c. Communicating online.

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

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Digital Multimedia Communication

Submitter

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

Course Prefix and Number: DMC - 104

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 Video Editing

Course Description:

Students will utilize video editing skills. These skills will include logging and capturing raw video, assembly of shots on a time line, and the use of effects in the creation of a final video sequence. Along with text generation, audio balancing, audio sweetening and video compositing, this course will offer students an in-depth overview of the video editing process. Course will explore the history of film editing and the theory behind various forms of film and video editing. Lab component included.

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): **DMC 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: WRD-090 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?

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. log and capture raw video;
2. cut video sequences into individual shots;
3. assemble shots into a cohesive and meaningful order within a timeline;
4. refine a cut from rough, to fine to final cut;
5. generate text to place into video;
6. adjust and sweeten audio levels and apply audio crossfades;
7. composite multiple video clips and layers together;
8. use effects and digital tools such as transitions and color correction;
9. describe the history cultural impact of the language of film and how that impacts present-day editing decisions;
10. apply established editing techniques and style to creative editing projects using Adobe Premiere.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Logging and capturing.
2. Non-linear video editing.
3. Video text generation.
4. Audio editing and sweetening.
5. Video compositing.
6. Video effects and transitions.
7. Refining a cut from rough, to fine to final cut.
8. Historical and cultural overview of the video editing process.

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:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Social Science

Submitter

First Name: **Adela**
Last Name: **Arguello**
Phone: **6591**
Email: **adela.arguello**

Course Prefix and Number: EC - 200

Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

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

Course Title: Introduction to Economics

Course Description:

General introduction to microeconomics as applied to individuals and firms and to macroeconomics as applied to the operation of the economy as a whole. Course topics include economic decision making, economic systems, supply and demand models, price determination, elasticity, household income, business ownership, profit maximization, production functions and costs, and competition and market structures. Also includes goals and problems of the macro economy such as fiscal policy and budgets, the role of financial institutions, money creation, and monetary theory and policy.

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?

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?

No

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. Define scarcity, microeconomics and macroeconomics, economic theory and economic policy, factors of production, production possibilities model, and opportunity cost;
 2. demonstrate knowledge of basic economic terms and economic principles common to all economic systems;
 3. demonstrate knowledge of the four market structures: perfect competition, oligopoly, monopoly, and monopolistic competition;
 4. identify business cycles, economic objectives of households and businesses, and maximization of utility and profit;
 5. discuss the goals and problems of the macro economy, including unemployment, GDP, and inflation;
 6. state and illustrate the law of demand, law of supply, equilibrium price and quantity, shift variables for demand and supply, and price elasticity of demand and supply;
 7. gain the ability to challenge conventional thought and to use economic concepts in everyday lives and careers;
 8. effectively participate in the political process and the economy by understanding the historical evolution of economic thought and systems, institutions and ideologies thereby benefitting the community.
-

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.
- 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:

- S** 1. Use appropriate mathematics to solve problems.
- S** 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**

✓ **Multiple Choice Test**

✓ **Standardized Testing**

:

Major Topic Outline:

1. Introduces the economic concepts of and analysis in the process of studying important issues in modern society.
2. Depending on the instructor's interest, topics covered could include:
 - a. History of economic ideas and economic history.
 - b. Scarcity and choice.
 - c. Supply and demand.
 - d. Opportunity cost.
 - e. Production and output.
 - f. Comparative advantage.
 - g. Competitive and monopolistic firms.
 - h. Unemployment.
 - i. Inflation.
 - j. Monetary policy.

- k. Exchange rates.
- l. International trade.

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"/> OIT (Oregon Institute of Technology) | <input checked="" type="checkbox"/> SOU (Southern Oregon University) |
| <input checked="" type="checkbox"/> OSU (Oregon State University) | <input checked="" type="checkbox"/> UO (University of Oregon) |
| <input checked="" type="checkbox"/> OSU-Cascade | <input checked="" type="checkbox"/> 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)

- Other. Please explain.

Used General Education Search links for all State universities in Oregon

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: Social Science

Submitter

First Name: Adela
Last Name: Arguello
Phone: 6591
Email: adela.arguello

Course Prefix and Number: EC - 201

Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

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

Course Title: Principles of Economics: MICRO

Course Description:

Focuses on micro-economic theory dealing with the behavior of individuals and profit-maximizing firms in market structures with varying degrees of completion. Coverage includes price theory, international trade, consumer behavior, the theory of the firm, and the potential role of government in affecting market outcomes.

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?

No

Are there prerequisites to this course?

Yes

Pre-reqs: MTH-020 or placement in MTH-098. Prerequisite or Corequisite: WRD-098 or placement in WR-121

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

No

Are there corequisites to this course?

No

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

Yes

Recommendations: Sequence of EC-201 and EC-202 taken in order

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?

✓ **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 understanding of basic vocabulary and mechanics of microeconomics SS1, SS2;
2. evaluate impact of different factors on consumer and producer decisions SS1, SS2;
3. perform equilibrium analysis within markets SS1, SS2;
4. integrate microeconomic analysis to issues of trade between individuals, groups and geographic regions SS1, SS2;
5. apply the concepts of microeconomics to improve their personal financial decisions and to interact with fellow citizens regarding public expenditure and revenue issues 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.
- 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:

- S** 1. Use appropriate mathematics to solve problems.
- S** 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**
- ✓ **Multiple Choice Test**
- ✓ **Standardized Testing**

:

Major Topic Outline:

1. Supply and demand.
2. Production costs and output decisions.
3. Monopolies and anti-trust legislation.
4. Factor markets.
5. Labor unions.
6. Taxes.
7. International trade.

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)

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.

Used General Education Search links for all State universities in Oregon

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: Social Science

Submitter

First Name: Adela
Last Name: Arguello
Phone: 6591
Email: adela.arguello

Course Prefix and Number: EC - 202

Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

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

Course Title: Principles of Economics: MACRO

Course Description:

Introduction to economic theory, policy, and institutions. Focuses on macro-economic theory, scarcity, production, money, unemployment, inflation, and international finance.

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?

No

Are there prerequisites to this course?

Yes

Pre-reqs: MTH-020 or placement in MTH-050 or MTH-060. Prerequisite or Corequisite: WRD-098 or placement in WR-121

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

No

Are there corequisites to this course?

No

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

Yes

Recommendations: Sequence of EC-201 and EC-202 taken in order

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?

✓ **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 basic concepts of Keynesian, Monetarism and other theories; (SS1) (SS2)
 2. evaluate impact of different factors on consumer and producer decisions; (SS1) (SS2)
 3. perform macroeconomic analysis using AD and AS to determine impact of fiscal and monetary policy initiatives designed to rectify undesirable macro outcomes; (SS1) (SS2)
 4. apply macroeconomic analysis to the impacts of domestic changes in the macroeconomy on their personal financial decisions as well as public financial issues; (SS1) (SS2)
-

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

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

- S** 1. Use appropriate mathematics to solve problems.
- S** 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**
- ✓ **Multiple Choice Test**
- ✓ **Standardized Testing**

:

Major Topic Outline:

1. Supply and demand.
2. Production costs and output decisions.
3. Monopolies and anti-trust legislation.
4. Factor markets.
5. Labor unions.
6. Taxes.
7. International trade.

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)

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.

Used [General Education Search links for all State universities in Oregon](#)

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

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Section #1 General Course Information

Department: WAFE

Submitter

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

Course Prefix and Number: EM - 161

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: Protecting Your Home or Small Business from Disaster (IS-394)

Course Description:

This course is to provide a foundation of knowledge that will enable participants to: describe different types of natural disasters, describe hazards that pose a risk to their home or small business, explain how protective measures can reduce or eliminate long-term risks to their home and personal property from hazards and their effects, and to explain how protective measures for small businesses secure people, business property, and building structures and prevent business loss from a natural disaster.

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. describe the different types of natural disasters,
2. describe hazards that pose a risk to homes or small businesses,
3. explain how protective measures can reduce or eliminate long-term risks to their home and personal property from hazards and their effects,
4. explain how protective measures for small businesses secure people, business property, and building structures and prevent business loss from a natural disaster.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Disaster readiness: mitigate now/save later.
2. Reducing risks from flooding.
3. Reducing risks from winds.
4. Preparing for earthquakes.
5. Protecting from fire.

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

Show changes since last approval in red

Section #1 General Course Information

Department: Health Sciences Department

Submitter

First Name: Tana
Last Name: Sawzak
Phone: 6025
Email: tanas@clackamas.edu

Course Prefix and Number: EMT - 101

Credits: 5

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours): 33
Total course hours: 77

For each credit, the 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 Medical Technology Part I

Course Description:

Develops skills and training at the basic life support (BLS) level. Includes signs and symptoms of illness and injury, initial treatment, stabilization, and transportation. Focus on: airway management, and patient assessment. 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): Emergency Medical Technology certificate and EMT Paramedic AAS

Are there prerequisites to this course?

Yes

Pre-reqs: WRD-098 or placement in WR-121, and MTH-060 with a C or better or placement in MTH-065

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: EMT-105 and MA-110

Requirements: AHA BLS Provider CPR certification. Student Petition.

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. summarize the role and responsibility of the EMS provider, including applicable state regulatory statutes and administrative rules;
2. summarize the definition of a bloodborne pathogen and how to reduce the risk of transmission in a healthcare setting;
2. summarize applicable medical legal considerations and the importance of proper communication and documentation;
3. demonstrate proper patient lifting and moving techniques;
4. demonstrate proper airway management in both a conscious and unconscious patient utilizing positioning, suction, airway adjuncts, and supra-glottic advanced airway devices;
5. demonstrate proper supplemental and positive pressure oxygen administration in both a conscious and unconscious patient utilizing a face mask, bag-valve-mask, nasal canula and non-rebreather mask;
6. demonstrate how to provide a complete assessment on a patient experiencing an acute medical illness or injury in an out of hospital situation;
7. summarize appropriate medical care to stabilize a patient experiencing an acute respiratory, cardiac, altered mental status, abdominal, toxicological or environmental medical illness;
8. list the medications that fall within the EMT's national and state scope of practice and summarize their indications, contraindications and administration procedure;
9. demonstrate how to manage a patient experiencing hypoperfusion (shock);
8. demonstrate management of a cardiac arrest patient including providing Cardio Pulmonary Resuscitation (CPR) and use of an Automated External Defibrillator (AED).

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Airway management.
2. Patient assessment and care for the medical patient.
3. Pharmacology for the EMT.
4. Cardiac arrest 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%

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: Health Sciences Department

Submitter

First Name: Tana
Last Name: Sawzak
Phone: 6025
Email: tanas@clackamas.edu

Course Prefix and Number: EMT - 102

Credits: 5

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours): 33
Total course hours: 77

For each credit, the 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 Medical Technology Part II

Course Description:

Continuation of EMT-101. Focus on: medical and trauma emergencies, EMS operations, and special populations. Includes 16 hours of observational time in an emergency department and with an EMS unit.

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): Emergency Medical Technology certificate and EMT Paramedic AAS

Are there prerequisites to this course?

Yes

Pre-reqs: EMT-101

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

No

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

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 how to provide a rapid trauma assessment on a critically injured patient;
2. demonstrate how to control severe bleeding utilizing direct pressure, pressure dressings, packing wounds and use of a tourniquet;
3. demonstrate how to stabilize a musculoskeletal injury with general, traction, and full spinal motion restriction techniques;
4. demonstrate how to provide spinal motion restriction in both a seated and supine patient utilizing a KED (Kendrick Extrication Device) and backboard;
5. demonstrate how to assist with emergency childbirth and how to provide emergency care to the newborn;
6. summarize specific assessment and treatment considerations for pediatrics, geriatrics, and patients with special needs;
7. summarize how to provide safe transport of the patient from the scene to the hospital;
8. summarize the EMS providers roll in a Mass Casualty Incident and Hazardous Materials Incident.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Patient assessment and care for the trauma patient.
2. Childbirth, pediatrics and geriatrics.
3. Gaining access, extrication, spinal immobilization and packaging.
4. Multiple causality incident and triage.

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:

Clackamas Community College
Online Course/Outline Submission System

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 - 171

Credits: 4

Contact hours

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

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

Course Title: Digital Logic

Course Description:

The first course in digital design covers basic logic gates, Boolean algebra, Karnaugh mapping, number systems, timing analysis, and state machines. Students will become proficient with computational tools including schematic capture programs and circuit simulators.

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-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?

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?

✓ **Winter**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. analyze and characterize digital circuits using Boolean algebra and number systems;
2. design basic combinational logic circuits for programmable logic devices;
3. analyze and design digital circuits including decoders, adders, multipliers, muxes and dmuxes;
4. minimize Boolean functions by applying Karnaugh maps and systematic algebraic reduction techniques;
5. analyze simple synchronous and asynchronous circuits.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Boolean Algebra.
2. Number Systems.
3. Combination Logic.
4. Programmable Logic Devices.
5. Modular Design.
6. Synchronous Logic.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

PSU - ECE 171
OSU - ECE 271/272
OIT - EE 131

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

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. create appropriate Free body diagrams;
2. determine resultant and reaction vectors for two and three dimensional force and moment systems;
3. calculate unknown internal forces and moments in beams, trusses, frames, and machines for systems in equilibrium;
4. demonstrate appropriate engineering problem solving and presentation skills (i.e. given-find-solution).

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

:

Clackamas Community College
Online Course/Outline Submission System

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 - 222

Credits: 4

Contact hours

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

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

Course Title: Electrical Circuit Analysis II

Course Description:

Expands upon the techniques of circuit analysis begun in Circuits I through theory and laboratory experiments. The course covers the time response of first- and second-order circuits, the steady-state circuit behavior of circuits driven by sinusoidal sources, three phase circuits, AC power, electrical motors, and the use of Laplace transforms to analyze the transient and steady-state behavior for a number of signal types.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: ENGR-221

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

No

Are there corequisites to this course?

Yes

Co-reqs: ENGR-222L

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: No

When do you plan to offer this course?

✓ **Winter**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. analyze first-order and second-order circuits in both theoretical and laboratory contexts;
2. perform steady-state sinusoidal circuit analysis with phasors;
3. analyze three-phase circuits;
4. calculate all forms of A/C power;
5. apply Laplace transform mathematics to predict and explain the behavior of circuits;
6. explain how motors convert mechanical power into electrical power and perform power generation calculations.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Natural responses of RLC circuits.
2. Phasor circuits.
3. Laplace transform analysis.
4. Transient circuit response.
5. Steady-state sinusoidal circuits

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

OIT--EE 223
OSU--ENGR 202
PSU--ECE 222

How does it transfer? (Check all that apply)

- required or support for major**

:

First term to be offered:

Next available term after approval

:

Clackamas Community College
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 - 223

Credits: 4

Contact hours

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

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

Course Title: Electrical Circuit Analysis III

Course Description:

Final course in the electrical circuits sequence. The main emphases of the course are frequency response of circuits, the design and analysis of filters, Laplace transform analysis, Fourier analysis, and two-port networks. The laboratory portion of the course will consist of one project involving significant design and analysis.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: ENGR-222

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

No

Are there corequisites to this course?

Yes

Co-reqs: ENGR-223L

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: No

When do you plan to offer this course?

✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. characterize the frequency response of circuits through the use of transfer functions and Bode plots;
2. design and characterize simple frequency-selective filters;
3. represent signals as a Fourier series;
4. design a circuit for an electronic device incorporating concepts of circuit analysis.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Bode plots.
2. Laplace transforms.
3. Three-phase circuits.
4. Two-port networks.
5. A/C power.
6. First-order, second-order, and higher-order filters.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

OIT--EE 225
OSU--ENGR 203
PSU--ECE 223

How does it transfer? (Check all that apply)

- required or support for major**

:

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

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Section #1 General Course Information

Department: WAFE

Submitter

First Name: Jeff
Last Name: Ennenga
Phone: 3539
Email: jeff.ennenga

Course Prefix and Number: FRP - 219

Credits: 2

Contact hours

Lecture (# of hours): 24
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 24

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

Course Title: Wildland Firing Operations (S-219)

Course Description:

The Wildland Firing Operations course introduces the roles and responsibilities of a firing boss (FIRB) and outlines duties of other personnel who may engage firing operations. The course discusses and illustrates common firing devices and techniques. Although comprehensive in nature, the course work is not a substitute for the dynamic fire environment. The course provides students with important information regarding general tasks required to be successful. Course equivalent to NWCG S-219 Firing Operations.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: FRP-131 (S-131/S-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?

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: 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 the roles and responsibilities of the FIRB for planning, execution, safety, coordination, and evaluation of an ignition operation on a wildland or prescribed fire;
2. Describe the characteristics, applications, safety and availability of the various firing devices a FIRB has at their disposal;
3. Given a wildland or prescribed scenario, prepare a firing plan and briefing that contains desired fire behavior, firing techniques, required resources, coordination, safety and risk management factors, and communication, to meet specific objectives.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Introduction to basic Wildland Firing concepts.
2. Duties and responsibilities of a Firing Boss (FIRB).
3. Wildland Firing Operations.
4. Wildland Firing Risk 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%

First term to be offered:

Clackamas Community College
Online Course/Outline Submission System

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Section #1 General Course Information

Department: Foreign Language

Submitter

First Name: Irma
Last Name: Bjerre
Phone: 3245
Email: irmab

Course Prefix and Number: GER - 101

Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

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

Course Title: First-Year German I

Course Description:

Introduces the sound system and basic structural patterns of German. Develops the skills of listening comprehension, speaking, reading, and writing. Teaches recognition of cultural similarities and differences. First of a three-term 1st year sequence.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: WRD-098 or placement in WR-121

Requirements:

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

No

Will this class use library resources?

No

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. pronounce memorized words and read simple texts with a pronunciation recognizable to a native speaker;
2. use both formal and informal, singular and plural forms of address to act out a greeting, an exchange of basic courtesies, and a leave-taking;
3. describe, in English, situations in which formal and informal forms of address are used in German-speaking countries;
4. use both formal and informal, singular and plural forms of address to request and give personal information;
5. count and write numbers up to 100;
6. demonstrate knowledge of the German alphabet by spelling out names and addresses;
7. use the "sein" to identify his/her and someone else's role in life and/or a job;
8. say the days of the week and the date of the current class session;
9. name objects in the classroom and personal possessions used in the classroom;
10. name de countries where German is an official language and locate them on a map;
11. use definite and indefinite articles, personal and possessive pronouns with the verb "haben" to discuss items that he or she has and doesn't have;
12. use articles, pronouns and verbs and describe, in English, how they function in a German sentence.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. German sound system.
2. Greetings and farewells.
3. Counting to 1000.
4. Alphabet, spelling.
5. Identifying life roles, jobs and professions.
6. Identifying place of origin, address, age.
7. Days of the week and dates.
8. Identifying objects in the classroom.
9. German-speaking countries.
10. Household items—their characteristics, functions and costs.

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)
- ✓ WOU (Western Oregon University)

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

1. PSU: equivalent GER 101
2. OSU: GER 111
3. WOU: GL 101 D First Year German.
4. OIT: GERM 101 First Year German FOR I 000 Foreign Language First Year.
5. UO: equivalent to their GER 101
6. SOU: transfer as GL 101 - Beginning German Language
7. EOU: GERM 101 First Year; GERMAN AEH (General Ed - Aesthetics and Humanities)

How does it transfer? (Check all that apply)

- ✓ general elective

:

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

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Section #1 General Course Information

Department: WAFE

Submitter

First Name: Jeff
Last Name: Ennenga
Phone: 3539
Email: jeff.ennenga

Course Prefix and Number: GIS - 101

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: **Maps and Geospatial Concepts**

Course Description:

Introduces principles and concepts needed to understand the use and interpretation of maps, geospatial technologies and geographic information systems software. Includes: scale, reference systems, coordinate systems, map projections, types of maps, role of maps in society and culture, data visualization, global navigation satellite systems, remote sensing, digital landscapes, and map interpretation.

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): GIS Technology Certificate

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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: 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. examine maps as communication tools, cultural artifacts, and models of the Earth;
2. apply underlying map concepts to geographic information systems (GIS) and other geospatial technologies;
3. describe the role of geospatial technology in society;
4. proficiently use mapping and geospatial technology terminology;
5. use geospatial technology to examine cultural and environmental issues.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Types of Maps.
2. Cartographic Representations.
3. Coordinate Systems.
4. Map Projections.
5. Quantitative & Qualitative Data.
6. Map Reading & Design.
7. Map interpretation.
8. Map Elements.

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

Show changes since last approval in red

Section #1 General Course Information

Department: WAFE

Submitter

First Name: Jeff
Last Name: Ennenga
Phone: 3539
Email: jeff.ennenga

Course Prefix and Number: GIS - 201

Credits: 3

Contact hours

Lecture (# of hours):
Lec/lab (# of hours): 60
Lab (# of hours):
Total course hours: 60

For each credit, the 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 Geographic Information Systems

Course Description:

The class covers key concepts, methodologies, and problem solving techniques used in a Geographic Information System (GIS). Students are introduced to the basics of viewing, analyzing and mapping GIS data using ArcGIS and open-source GIS software. Students will also apply GIS to real-world projects.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): GIS Technology Certificate

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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: No

When do you plan to offer this course?

✓ **Summer**

✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate key GIS features and concepts and how they relate to GIS analysis and map production;
2. describe three sources of GIS data and provide examples of how this information is used in its respective industry;
3. demonstrate proficiency in digitizing techniques;
4. utilize GIS software and computer technology to produce hard copies of GIS maps and related documentation;
5. complete a GIS project employing appropriate GIS methodologies and analytical techniques.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Exploring how maps are used, what they convey and their application
2. Introduction to GIS software.
3. Understanding the basics of ArcGIS and other open-source GIS software and their components.
4. Coordinate systems and datums.
5. Vector and raster data models.
6. Data sources, data entry techniques.
7. Creating and editing data.
8. Overlay analysis, raster analysis, spatial queries, introduction to remotely sensed data.
9. Basic analysis techniques and tools.
10. Creating maps in ArcGIS other open-source GIS software.

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

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Section #1 General Course Information

Department: WAFE

Submitter

First Name: Jeff
Last Name: Ennenga
Phone: 3539
Email: jeff.ennenga

Course Prefix and Number: GIS - 232

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: Data Collection & Application

Course Description:

This course introduces data collection techniques and application of those techniques. This course explores different techniques to collect spatial and attribute data. The class focuses on GPS (Global Positioning System) data collection using a combination of recreational/mapping-grade GPS units and common mobile devices (with embedded GPS) used in industry. The class will emphasize the capabilities and strengths of each type of data collection equipment.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): GIS Technology Certificate

Are there prerequisites to this course?

Yes

Pre-reqs: GIS-101

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Spring

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate proficiency in data collection techniques;
2. effectively plan for data collection;
3. effectively collect different types of data;
4. use GIS hardware and software in data collection;
5. transfer and display the data in a GIS system.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Gather data with GPS equipment.
2. Database design for data collection.
3. Import external data into a GIS.
4. Creating reports from collected data.
5. Present the collected data in as a GIS project.

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

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

Percent of course: 0%

First term to be offered:

Clackamas Community College
Online Course/Outline Submission System

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Section #1 General Course Information

First Name: **Jeff**
Department: **WAFE**
Last Name: **Ennenga**
Phone: **3539**
Email: **jeff.ennenga**

Course Prefix and Number: GIS - 281

Lecture (# of hours):
Credits: 3
Lec/lab (# of hours): **60**
Lab (# of hours):
Total course hours: **60**

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

Course Title: ArcGIS I

Course Description:

This course covers the essential skills needed to navigate and operate ArcGIS software. The class also explores geoprocessing tools, spatial and attribute joins, the geodatabase format, raster analysis, geocoding and presenting GIS data.

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): CC.GISTECHNOLOGY

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)*

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Fall

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. create and use a geodatabase in the ArcGIS environment,
2. query features using logical expressions,
3. find features using spatial relationships,
4. edit spatial data and non-spatial data,
5. analyse and process raster data,
6. create and edit new data,
7. use spatial joins to solve geospatial problems,
8. create and use geocoding tools in ArcGIS,
7. create maps, reports, and graphs.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Basics of ArcGIS.
2. The applications: ArcMap, ArcCatalog, and ArcToolbox.
3. Displaying and Georeferencing Data in ArcGIS.
4. Spatial joins in ArcGIS.
5. Raster analysis in ArcMap.
6. Geocoding and address matching.
7. Working with attributes and attribute joins in ArcGIS.
8. Querying your database in ArcGIS.
9. Spatial queries.
10. Presenting data in ArcGIS.
11. Basic cartographic principles.

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

- | | |
|--------------------------------------|----|
| 1. Increased energy efficiency | No |
| 2. Produce renewable energy | No |
| 3. Prevent environmental degradation | No |
| 4. Clean up natural environment | No |

5. Supports green services

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: WAFE

Submitter

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

Course Prefix and Number: GIS - 286

Credits: 3

Contact hours

Lecture (# of hours):
Lec/lab (# of hours): 60
Lab (# of hours):
Total course hours: 60

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

Course Title: Remote Sensing

Course Description:

This course is an introduction to the science of remote sensing. The course delves into the techniques used to acquire, interpret, and process remotely sensed data. It provides a historical analysis of the technology, the interpretation of remotely sensed data, and the use of remote sensing data in GIS. Active and passive systems are explored as well as methodologies to transform and rectify remotely sensed raster data. Students explore applications of remote sensing using real-world examples and data.

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): CC.GISTECHNOLOGY

Are there prerequisites to this course?

Yes

Pre-reqs: GIS-281

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?

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 how remote sensing data is acquired;
2. perform data analysis using remotely sensed data;
3. discuss LIDAR data and how to use it in a GIS;
4. explain how the acquisition of remotely sensed data works with UAVs;
5. process remotely sensed data;
6. explore and acquire remote sensing data;
7. explain Spectral Remote Sensing;
8. apply Land Observation Satellite (Landsat) data in a GIS environment.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. The history of aerial photography and remote sensing.
2. Acquisition of remote sensing data.
3. Stereo Photography.
4. Orthophotography.
5. Transfer of Detail from the camera to your computer.
6. Analyzing aerial photographs - principles and techniques.
7. LIDAR data.
8. 3D remotely sensed data.
9. Raster analysis in GIS.
10. Remote sensing data from UAVs.
11. Spectral Remote Sensing.
12. Land Observation Satellite (Landsat) data.

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

1. Increased energy efficiency **No**

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

Percent of course: 10%

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: Counseling

Submitter

First Name: Esther

Last Name: Sexton

Phone: 6293

Email: esther.sexton

Course Prefix and Number: HD - 121

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 Success

Course Description:

Provides strategies for creating college success by understanding one's role in their learning and by gaining critical skills necessary to learn across contexts.

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
- ✓ 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 their motivation and goals for personal and professional outcomes and relate them to academic program completion;
2. demonstrate appropriate interdependence through in-class group work and ability to identify and access college resources;
3. describe the roles of self-management, personal responsibility, time management, and stress management in college success;
4. evaluate arguments for logic using critical thinking skills.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Self-assessment and recognition of preferred "learning style".
2. Critical thinking.
3. Organization and planning.
4. Study skills and goal setting.
5. Diversity, values, and self-growth.
6. Individualized college success plan.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

How does it transfer? (Check all that apply)

✓ 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: Counseling

Submitter

First Name: **Guadalupe**
Last Name: **Martinez**
Phone: **3185**
Email: **lupem**

Course Prefix and Number: HD - 140

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: Career Exploration

Course Description:

Students use information about themselves (values, interests, personality and skills) and information about the world of work (careers and industries) to explore and make long term career decisions. Variable Credit: 1-3 credits.

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
- ✓ 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 personal values, interests, personality, and skills;
2. research and present information about occupations and industries;
3. create a long term plan regarding career objectives;
4. use online career exploration tools to explore the world of work;
5. identify 3 potential career options.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Using online assessment tools to evaluate personal values, interests, and skills, and personality.
2. Labor market analysis.
3. Industries in the world of work.
4. Career pathways.
5. Researching occupations.
6. Surveying of occupations through volunteer opportunities, internships/work experience, and informational interviewing.
7. Life goals and correlation to lifestyles.

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)

✓ 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: Counseling

Submitter

First Name: Esther

Last Name: Sexton

Phone: 6293

Email: esther.sexton

Course Prefix and Number: HD - 158

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: Managing Change

Course Description:

Course is designed to provide skills to understand and effectively navigate change in each student's life and the lives of those around them.

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?

✓ 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 changes occurring in their own lives;
2. apply the stages of change to one's personality;
3. apply strategies to manage personal fear, anxiety and stress related to change;
4. present a plan for managing change.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Understanding change.
2. The stages of change.
3. Personality styles and change.
4. Fear/anxiety and change.
5. Stress that comes with change.
6. Managing change.

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

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

Percent of course: 0%

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)

✓ 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: Counseling

Submitter

First Name: Guadalupe
Last Name: Martinez
Phone: 3185
Email: lupem

Course Prefix and Number: HD - 185

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: Prior Learning Portfolio Development I

Course Description:

Students are guided through the required steps of building a portfolio with the goal of requesting college credit for learning acquired through work experience, volunteer work, industry training, etc. Details of the content of the portfolio are explained and alternative options for obtaining college credit through non-traditional learning experiences are reviewed.

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:

Pass/No Pass Only

Audit: No

When do you plan to offer this course?

✓ **Not every term**

✓ **Not every year**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. Describe the basic steps in the prior learning process;
2. list all credit for prior learning options;
3. relate career and educational experiences to CCC courses.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Personal objectives for CPL.
2. Intent of credit for prior learning.
3. Alternative credit-yielding options.
4. Steps of CPL process at CCC.
5. Prior experience in relation to CCC coursework.
6. Transferable skills and career options.
7. Knowing key CCC faculty in CPL process.
8. Educational planning with an academic advisor.
9. Components of CPL portfolio.

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)

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: Counseling

Submitter

First Name: Guadalupe
Last Name: Martinez
Phone: 3185
Email: lupem

Course Prefix and Number: HD - 186

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: A Digital You - Building an e-Portfolio

Course Description:

This course offers techniques of developing course and assessment portfolios for application with current CCC course demands, career opportunities and educational pathway planning. The course also serves students seeking assessment for Credit for Prior Learning after learning the mechanics of Credit for Prior Learning (CPL) portfolio development in HD-185.

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: No

When do you plan to offer this course?

✓ **Not every term**

✓ **Not every year**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. Identify individual e-portfolio needs;
2. collect and organize appropriate documentation and other items of external evidence in support of e-portfolio objective;
3. write, create, and revise artifacts to include in e-portfolio, which address individual purpose;
4. assemble, publish and share completed portfolio.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Individual e-portfolio objective (e.g. Credit for Prior Learning, course requirement, degree requirement, scholarship application, etc.).
2. Terminology and variety of e-portfolios.
3. e-Portfolio platform options for this class.
4. e-Portfolio compilation.
5. Optional portfolio components.
6. Publishing and lifelong use of e-portfolio.

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)

✓ 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: Horticulture

Submitter

First Name: April
Last Name: Chastain
Phone: 3055
Email: april.chastain

Course Prefix and Number: HOR - 112

Credits: 2

Contact hours

Lecture (# of hours): 24
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 24

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

Course Title: Horticulture Career Exploration

Course Description:

This course is a survey of the various career options available to students in the horticulture industry, with emphasis on nursery and greenhouse production, retail nursery, organic fruit and vegetable production, and landscape maintenance/installation. Includes field trips to local businesses. Oregon State University transfer course.

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?

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. explain the different technical, business and interpersonal skills required to be successful in each of the industry focus areas;
2. explain how the environmental conditions of the workplace would affect one's ability to be successful in each of the industry focus areas;
3. evaluate the variety of horticulture careers in terms of one's own abilities and interests, and determine a career goal;
4. explain the social, environmental, economic and political aspects of horticulture.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Nursery & Greenhouse Production.
2. Retail Nursery.
3. Organic Fruit & Vegetable Production.
4. Landscape Maintenance/Installation.
5. Workplace Environment.
6. Skills Required.
7. Self-Assessment.
8. Industry Licenses & Certifications.
9. Social, Environmental, Economic and Political impacts.

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: 10%

First term to be offered:

Specify term: Spring 2019

Clackamas Community College
Online Course/Outline Submission System

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 - 126

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.

Course Title: Landscape Water Features

Course Description:

Methods used in building water features with emphasis placed on design, material selection, construction and maintenance considerations.

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): Horticulture AAS, Landscape AAS & Certificate

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 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. design and select appropriate materials for pond and fountain installations;
2. demonstrate proper techniques for building and maintaining ponds and fountains;
3. demonstrate how to estimate material and labor costs for water feature installations.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Design considerations.
2. Material selection.
3. Construction techniques.
4. Maintenance.
5. Costing out 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 | Yes |
| 4. Clean up natural environment | No |
| 5. Supports green services | No |

Percent of course: 10%

First term to be offered:

Specify term: Spring 2019

Clackamas Community College
Online Course/Outline Submission System

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 - 127

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.

Course Title: Landscape Lighting

Course Description:

Methods used with lighting in the residential landscape, with emphasis placed on design, material selection, installation and maintenance considerations.

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): Horticulture AAS, Landscape AAS & Certificate

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 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. design and select appropriate materials for landscape lighting;
2. demonstrate proper techniques for installing lighting in the landscape;
3. demonstrate how to estimate material and labor costs for landscape lighting installations.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Design considerations.
2. Material selection.
3. Installation techniques.
4. Maintenance.
5. Costing out projects.

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 | No |
| 5. Supports green services | No |

Percent of course: 10%

First term to be offered:

Specify term: Spring 2020

Clackamas Community College
Online Course/Outline Submission System

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 - 128

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.

Course Title: Landscape Stones & Pavers

Course Description:

Methods used in building walls, patios and walkways out of stones and pavers, with an emphasis placed on design, material selection, construction and maintenance considerations.

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): Horticulture AAS, Landscape AAS & Certificate

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 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. design and select appropriate materials for retaining wall, patio and walkway installations;
2. demonstrate proper techniques for building and maintaining stone/paver features in the landscape;
3. demonstrate how to estimate material and labor costs for stone/paver installations.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Design considerations.
2. Material selection.
3. Construction techniques.
4. Maintenance.
5. Costing out 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 | Yes |
| 4. Clean up natural environment | No |
| 5. Supports green services | No |

Percent of course: 10%

First term to be offered:

Specify term: **Spring 2019**

Clackamas Community College
Online Course/Outline Submission System

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 - 129

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.

Course Title: Landscape Decks & Fences

Course Description:

Methods used in building wood fences and decking with emphasis placed on design, material selection, construction and maintenance considerations.

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): Horticulture AAS, Landscape AAS & Certificate

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 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. design and select appropriate materials for fence/deck installations;
2. demonstrate proper techniques for building and maintaining wood fences and decks;
3. demonstrate how to estimate material and labor costs for fence/deck installations.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Design considerations.
2. Material selection.
3. Construction techniques.
4. Maintenance.
5. Costing out 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 | Yes |
| 4. Clean up natural environment | No |
| 5. Supports green services | No |

Percent of course: 10%

First term to be offered:

Specify term: Spring 2020

Clackamas Community College
Online Course/Outline Submission System

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 - 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: Plant Propagation Theory

Course Description:

Covers plant anatomy and reproduction techniques of plants from seed, cuttings, grafting, division, and micro-propagation. Offers an in-depth overview of propagation systems that may be selected.

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?

No

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. list propagation materials and equipment including; media, containers, and irrigation systems;
2. identify sexual propagation practices including basic genetics and breeding concepts, seed production, treatments and nursery seedling practices;
3. repeat asexual propagation practices including cuttings, layering, division, grafting and micropagation;
4. analyze practices between propagation and potting as well as construct propagation records.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Aspects of Plant Propagation.
2. Propagation Materials and Equipment.
 - a. Creating the propagation environment.
 - b. Evaluation of propagation media.
 - c. Containers, irrigation practices.
 - d. Sanitation.
 - e. Equipment.
3. Sexual Propagation Practices.
 - a. Basic genetics and breeding concepts.
 - b. Seed production and collection.
 - c. Seed dormancy treatments.
 - d. Germination environments.
 - e. Seedling nursery practices.
4. Asexual Propagation Practices.
 - a. Cutting propagation.
 - b. Layering.
 - c. Budding and grafting practices.
 - d. Tissue culture.
5. Practices Between Propagation and Potting.
6. Propagation Records.

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

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 - 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: Integrated Pest Management

Course Description:

Learn the components of, and develop an Integrated Pest Management (IPM) plan for landscape, nursery, greenhouse or organic farming. The plan will incorporate pest detection, control practices and an evaluation of effectiveness.

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 & Certificate, Urban Ag 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?

No

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 Integrated Pest Management (IPM);
2. explain the steps involved in developing an IPM program;
3. describe the range of pest sampling systems and action thresholds;
4. determine the available pest control measures;
5. describe the process used to evaluate an IPM program;
6. design an IPM program for a Willamette Valley crop or growing system;
7. discuss weed, disease and insect problems and their control methods.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Definition, advantages and challenges of an Integrated Pest Management program.
2. Steps in developing an IPM program.
3. Designing a monitoring program.
4. Sampling techniques and procedures.
5. Using pest models.
6. Monitoring and record keeping.
7. Record interpretation.
8. Understanding pest thresholds (action, economic, aesthetic or injury).
9. Regulatory concerns.
10. Understanding treatment options.
11. Decision making parameters.
12. Program evaluation and revision.
13. Relationship of plants with weed, disease and insect pests.
14. Control methods for weed, disease and insect pests.
15. Zero tolerance for import/export between states and internationally.

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

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

Percent of course: 80%

First term to be offered:

Specify term: **Winter 2020**

Clackamas Community College
Online Course/Outline Submission System

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 - 229

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: Introduction to Landscape Design

Course Description:

Introduction to landscape planning, including basic drafting skills, grading, drainage, and site planning.

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): Horticulture AAS, Landscape AAS & Certificate

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. understand basic landscape graphics;
2. take site measurements and develop scaled drawings;
3. develop a design program from a client and site analysis;
4. create a packet including a base plan, site inventory and analysis plans and a concept plan.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Design process.
 - a. Client analysis.
 - b. Site analysis.
 - c. Program development.
 - d. Conceptual planning.
 - e. Preliminary plan.
 - f. Final design: material selection.
2. Design program.
 - a. Environmental controls.
 - b. Development of living spaces.
 - c. Aesthetic concerns.
3. Basic landscape drafting.
 - a. Types of landscape plans.
 - b. Drafting skills.
 - c. Symbols and sheet layout used in landscape design.
4. Basic design forms and zones of residential landscape designs.
 - a. Rectangular, angular, circular, free form, etc.
 - b. Public areas.
 - c. Private areas.
 - d. Utility and service areas.

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

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

Percent of course: 10%

First term to be offered:

Specify term: **Winter 2019**

Clackamas Community College
Online Course/Outline Submission System

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 - 234

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: Intermediate Landscape Design

Course Description:

Further skill development in drawing, site analysis, and design, including two, and three dimensional design concepts. Graphic exercises and model making skills will be included as well as the study of creative and practical solutions for various site and program requirements of commercial and residential landscape sites.

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-229

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

No

Are there corequisites to this course?

No

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

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. develop title blocks, and sheet layout for a scaled residential landscape plan;
2. develop site plans for various landscape scenarios;
3. draw landscape scenarios in plan, section/elevation and perspective;
4. work with a 'hypothetical' residential site to develop a Final Plan;
5. develop a planting plan as part of the final packet of drawings.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Design process.
 - a. Client checklist.
 - b. Program development.
 - c. Functional diagrams.
 - d. Conceptual plans.
 - e. Planting plan.
 - f. Final plan.
 - g. Site analysis skills.
 - g1. Understanding opportunities and constraints.
 - g2. Implications for design.
 - g3. Site analysis overlays.
2. Design program.
 - a. Environmental concerns, constraints, advantages.
 - b. Basic grading and drainage concepts.
 - c. Existing aesthetic concerns vs. proposed.
3. Basic landscape drafting.
 - a. Types of landscape plans.
 - b. Basic landscape drafting skills.
 - c. Symbols, sheet layout and title blocks.
4. Design forms in residential planning.
 - a. Rectangular, circular, free form.

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

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

Percent of course: 0%

First term to be offered:

Specify term: Spring 2020

Clackamas Community College
Online Course/Outline Submission System

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 - 235

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: Weed Identification

Course Description:

Identification and life cycles of weeds commonly found in landscapes, nurseries, and farms.

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 & Certificate, Urban Ag certif,

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Fall**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. identify plant families for common weeds;
2. identify common weeds in the Willamette Valley;
3. describe plant life cycles, growth habits and habitat;
4. effectively use weed identification books and programs;
5. describe weed control measures;
6. develop a weed collection.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Introduction to weeds.
2. Weed families.
3. Weed identification.
4. Computer assisted weed ID.
5. Weed control measures.

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

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

Percent of course: 25%

First term to be offered:

Specify term: **Fall 2019**

Clackamas Community College
Online Course/Outline Submission System

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 - 237

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: Disease Identification

Course Description:

Identification of ornamental plant diseases which occur in greenhouses, landscapes, nurseries, and farms.

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?

✓ 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. list essential characteristics of fungi, bacteria, viruses, and nematodes;
2. apply the systematic approach to diagnosing plant damage;
3. list the stages of development in a plant disease;
4. locate specific plant disease information in the Pacific Northwest Disease Control Handbook;
5. analyze the likelihood of plant disease occurrence using the disease triangle or tetrahedron concept;
6. compare various plant disease control approaches;
7. describe selected plant disease life histories;
8. create a plan appropriate for limiting the spread of *Phytophthora ramorum*- caused leaf blight to plants of importance in the Willamette Valley.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Categories of causal agents of plant diseases.
2. Systematic approach to diagnosing plant diseases.
3. General diseases common to many plants.
4. Common diseases of specific plant genera.
5. IPM for Plant disease control.
6. Develop prevention program for viral and bacterial diseases.

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

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

Percent of course: 10%

First term to be offered:

Specify term: Winter 2020

Clackamas Community College
Online Course/Outline Submission System

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 - 240

Credits: 3

Contact hours

Lecture (# of hours): 22

Lec/lab (# of hours): 22

Lab (# of hours):

Total course hours: 44

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

Course Title: Irrigation Practices

Course Description:

Materials, equipment, and methods used to install and repair irrigation systems in landscape areas.

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): Horticulture AAS, Landscape AAS & Certificate, Irr Technician pathway

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: HOR-231

Requirements:

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. install residential and small commercial irrigation systems;
2. develop a basic irrigation scheduling program given plant and soil characteristics;
3. evaluate and repair irrigation systems.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Irrigation installation
 - a. Reading irrigation design plans
 - b. Backflow device and point of connection
 - c. Main line and lateral lines
 - d. Lateral lines
 - e. Sprinkler heads
 - f. Valves
 - g. Controllers and wiring
 - h. Develop as-built drawing
2. Programming controllers
 - a. Soil types
 - b. Climate and precipitation
 - c. Plant material
 - d. Slopes
3. Irrigation troubleshooting
 - a. Troubleshooting process
 - b. Sprinklers
 - c. Valves
 - c. Controllers
 - e. Drip systems
 - f. Wiring

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

1. Increased energy efficiency **Yes**
2. Produce renewable energy **No**

- | | |
|--------------------------------------|------------|
| 3. Prevent environmental degradation | Yes |
| 4. Clean up natural environment | No |
| 5. Supports green services | Yes |

Percent of course: 50%

First term to be offered:

Specify term: Spring 2019

Clackamas Community College
Online Course/Outline Submission System

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 - 250

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: **Herb Growing and Gardening**

Course Description:

Study of herb plant propagation and garden use. Identification of herbs, parts of the plant, garden culture, planning, site requirements and care of plants are covered.

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, 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?

✓ **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 herbs including which part of the plant to use;
2. select propagation methods for asexual and sexual propagation including propagation media;
3. identify the specific cultural requirements of herb plants in the garden.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Identification of herbs.
 - a. Botanic and common names of specific genera.
 - b. Characteristics of plant growth.
 - c. Identify which part of the plant to use.
 - d. Uses of herb plants.
 - e. Factors that impact the quality of herbs.
 - f. Cautions about using herbs.
2. Aspects of herb plant propagation.
 - a. Creating the propagation environment.
 - b. Evaluation of propagation media.
 - c. Containers, sanitation, and irrigation practices.
 - d. Propagation records.
3. Garden uses of herbs
 - a. Site requirements.
 - b. Garden planning.
 - c. Planting practices.
 - d. Garden care and use of herbs.

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

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

Percent of course: 0%

First term to be offered:

Specify term: Spring 2020

Clackamas Community College
Online Course/Outline Submission System

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 - 251

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.

Course Title: Herbal Products

Course Description:

Instruction in making herbal teas, skin lotion, tincture, infused oil, vinegar, spritzers and herbal mixes. Instruction includes the use of specific ingredients, methods for effective usage and storage, and their importance.

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?

✓ **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 the ability to make different types of herbal products;
2. explain the purpose of specific ingredients used in a variety of products and how to use store them properly.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Definition and introduction of herbal products and their characteristics.
 - a. Tea.
 - b. Tincture - alcohol extract.
 - c. Herbal vinegars.
 - d. Infused oil.
 - e. Salves.
 - f. Poultice.
 - g. Essential oil.
 - h. Food (herbal foods).
 - i. Inhalants.
2. Ingredient sources for making your own products.
 - a. Tea.
 - b. Tincture (alcohol).
 - c. Herbal vinegar.
 - d. Infused oil.
 - e. Salve.
 - f. Food.
 - g. Inhalants.
3. How to use and make specific products.
 - a. Uses specific for each form.
 - b. Storage.
 - c. Contra-indications.

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

- | | |
|--------------------------------------|-----------|
| 1. Increased energy efficiency | No |
| 2. Produce renewable energy | No |
| 3. Prevent environmental degradation | No |
| 4. Clean up natural environment | No |

5. Supports green services

No

Percent of course: 0%

First term to be offered:

Specify term: Winter 2020

Clackamas Community College
Online Course/Outline Submission System

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 - 252

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.

Course Title: Kitchen Herbs

Course Description:

Instruction will focus on how to use common herbs and spices in a variety of edible forms.

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. produce a variety of herbal recipes;
2. demonstrate the use of readily available herbs and spices.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Introduction to selecting specific herb variety to use
2. Form of herbs used
 - a. Quality
 - b. Availability herbs and spices.
3. Instruction about herbs used in each recipe
 - a. preserving quality of the herb
4. Handy kitchen ingredients.
5. Evaluation of herbal recipes

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: Fall 2019

Clackamas Community College
Online Course/Outline Submission System

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 - 280

Credits: 3

Contact hours

Lecture (# of hours):

Lec/lab (# of hours):

Lab (# of hours): 90

Total course hours: 90

For each credit, the 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/CWE

Course Description:

On-the-job experience in the student's major course of study. Students are allowed to enroll after completing nine credits of horticulture courses. May be repeated for up to 6 credits. Required: Student Petition.

Type of Course: Career Technical Preparatory

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?

Yes

Name of degree(s) and/or certificate(s): Horticulture AAS & Certificate, Landscape AAS & Certificate

Are there prerequisites to this course?

No

Are there corequisites to this course?

Yes

Co-reqs: CWE-281

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

Yes

Recommendations:

Requirements: Students are expected to work a minimum of 90 job site hours. 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?

- ✓ **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. apply academic knowledge, skills, and abilities to a work environment specific to their program of study;
2. demonstrate appropriate work habits (time management, interpersonal relationships, attendance, professional appearance, and problem solving) for their work environment;
3. apply career management strategies such as interviewing, resume writing, networking, and portfolio development.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Students earn CWE course credit by working in a position that directly relates to their program major.
2. Students, in cooperation with their instructor and employer, will set and accomplish learning objectives for the work experience.
3. The student, instructor and employer will talk three times during the term (twice in person at the job site).
4. Students will complete the online seminar component.

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

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 - 281

Credits: 6

Contact hours

Lecture (# of hours):

Lec/lab (# of hours):

Lab (# of hours): **180**

Total course hours: **180**

For each credit, the 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/CWE

Course Description:

On-the-job experience in the student's major course of study. Students are allowed to enroll after completing nine credits of horticulture courses. May be repeated for up to 12 credits. Required: Student Petition.

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 12

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 & Certificate

Are there prerequisites to this course?

No

Are there corequisites to this course?

Yes

Co-reqs: CWE-281

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

Yes

Recommendations:

Requirements: Students are expected to work a minimum of 180 job site hours. Student Petition.

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: 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. apply academic knowledge, skills, and abilities to a work environment specific to their program of study;
2. demonstrate appropriate work habits (time management, interpersonal relationships, attendance, professional appearance, and problem solving) for their work environment;
3. apply career management strategies such as interviewing, resume writing, networking, and portfolio development.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Students earn CWE course credit by working in a position that directly relates to their program major.
2. Students, in cooperation with their instructor and employer, will set and accomplish learning objectives for the work experience.
3. The student, instructor and employer will talk three times during the term (twice in person at the job site).
4. Students will complete the online seminar component.

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

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 - 282

Credits: 3

Contact hours

Lecture (# of hours):

Lec/lab (# of hours):

Lab (# of hours): **90**

Total course hours: **90**

For each credit, the 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/CWE

Course Description:

On-the-job experience in the student's major course of study. Students are allowed to enroll after completing nine credits of horticulture courses. May be repeated for up to 6 credits. Required: Student Petition.

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 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): Horticulture AAS & Certificate, Landscape AAS & Certificate

Are there prerequisites to this course?

No

Are there corequisites to this course?

Yes

Co-reqs: CWE-281

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

Yes

Recommendations:

Requirements: Students are expected to work a minimum of 90 job site hours. Student Petition.

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: 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. apply academic knowledge, skills, and abilities to a work environment specific to their program of study;
2. demonstrate appropriate work habits (time management, interpersonal relationships, attendance, professional appearance, and problem solving) for their work environment;
3. apply career management strategies such as interviewing, resume writing, networking, and portfolio development.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Students earn CWE course credit by working in a position that directly relates to their program major.
2. Students, in cooperation with their instructor and employer, will set and accomplish learning objectives for the work experience.
3. The student, instructor and employer will talk three times during the term (twice in person at the job site).
4. Students will complete the online seminar component.

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

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 - 285

Credits: 3

Contact hours

Lecture (# of hours):

Lec/lab (# of hours):

Lab (# of hours): **90**

Total course hours: **90**

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

Course Title: Organic Farming/CWE

Course Description:

On-the-job experience working with an agricultural business/farm. Students are allowed to enroll in CWE after completing nine credits of Organic Farming courses. May be repeated for up to 6 credits. Required: Student Petition.

Type of Course: Career Technical Preparatory

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?

Yes

Name of degree(s) and/or certificate(s): Organic Farming certificate

Are there prerequisites to this course?

No

Are there corequisites to this course?

Yes

Co-reqs: CWE-281

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

Yes

Recommendations:

Requirements: Students are expected to work a minimum of 90 job site hours. 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?

- ✓ **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. apply academic knowledge, skills, and abilities to a work environment specific to their program of study;
2. demonstrate appropriate work habits (time management, interpersonal relationships, attendance, professional appearance, and problem solving) for their work environment;
3. apply career management strategies such as interviewing, resume writing, networking, and portfolio development.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Students earn CWE course credit by working in a position related to organic farming.
2. Students, in cooperation with their instructor and employer, will set & accomplish learning objectives for the work experience.
3. The student, instructor and employer will talk three times during the term (twice in person at the job site).
4. Students will complete the online seminar component.

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

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

Percent of course: 90%

First term to be offered:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Social Science

Submitter

First Name: Patricia
Last Name: McFarland
Phone: 3411
Email: patmc

Course Prefix and Number: HST - 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: History of Western Civilization

Course Description:

Origins and development of Western Civilization with a primary focus on Europe from ancient times to ca. 1300.

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
 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-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?

✓ **Fall**
✓ **Winter**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. identify and analyze the historical bases and evolution of diverse ideas, behaviors and values in Western Civilization from ancient times to ca. 1300; (CL1)
 2. analyze the behavior of prominent individuals in Western Civilization from ancient times to ca. 1300, (SS1)
 3. apply knowledge about the history of Western Civilization from ancient times to ca. 1300 to contemporary problems and issues. (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.
- 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.
- 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

- 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

- C** 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**

:

Major Topic Outline:

1. The ancient Near East
2. Ancient Greece
3. The Hellenistic period
4. Ancient Rome
5. The Roman Republic
6. The Roman Empire
7. The Dark Ages
8. The Middle Ages

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)
- WOU (Western Oregon University)

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

This course has the same name and number at PSU, OSU, and OIT, while at UO and EOU it is listed as HIST 101. At WOU, this course transfers as HST 101D or HST 104 D and at SOU it transfers as HST 110.

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.

On-line research of General Education courses accepted at Oregon's state universities.

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: Social Science

Submitter

First Name: Patricia
Last Name: McFarland
Phone: 3411
Email: patmc

Course Prefix and Number: HST - 102

Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

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

Course Title: History of Western Civilization

Course Description:

Origins and development of Western Civilization with an emphasis on Europe from ca. 1300 to 1800.

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
 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-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?

No

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**

✓ **Winter**

✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. identify and analyze the historical bases and evolution of diverse ideas, behaviors and values in Western Civilization from ca. 1300 to 1800; (CL1)
 2. analyze the behavior of prominent individuals in Western Civilization from ca. 1300 to 1800, (SS1)
 3. apply knowledge about the history of Western Civilization from ca. 1300 to 1800 to contemporary problems and issues. (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.
- 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.
- 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

- 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

- C** 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

:

Major Topic Outline:

1. The 14th Century
2. The 15th Century
3. The Renaissance
4. The Reformation and the 16th Century
5. The Scientific Revolution and the 17th Century
6. The 18th century and the Enlightenment
7. The French Revolution
8. Napoleon

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)
- WOU (Western Oregon University)

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

This course has the same name and number at PSU, OSU, and OIT, while at UO and EOU it is listed as HIST 102. At WOU, this course transfers as HST 102D or HST 105D and at SOU it transfers as HST 111.

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.

On-line research of General Education courses accepted at Oregon's state universities.

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: Social Science

Submitter

First Name: Patricia
Last Name: McFarland
Phone: 3411
Email: patmc

Course Prefix and Number: HST - 103

Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

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

Course Title: History of Western Civilization

Course Description:

Development of Western Civilization with an emphasis on Europe from the 19th century to the present.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Social Science
 Cultural Literacy

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: 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?

No

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**

✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. identify and analyze the historical bases and evolution of diverse ideas, behaviors and values in Western Civilization from the 19th century to the present (CL1);
 2. analyze the behavior of prominent individuals in Western Civilization from the 19th century to the present (SS1),
 3. apply knowledge about the history of Western Civilization from the 19th century to the present to contemporary problems and issues (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.
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.
- 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

- 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

- C** 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**

:

Major Topic Outline:

1. The 19th Century
2. Industrialization
3. Anti-Semitism
4. World War I.
5. Bolshevik Revolution, Leninism, and Stalinism
6. The Weimar Republic and the Rise of Hitler
7. World War II and the Holocaust
8. The Cold War
9. End of the Cold War
10. Europe since 1990

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"/> OIT (Oregon Institute of Technology) | <input checked="" type="checkbox"/> SOU (Southern Oregon University) |
| <input checked="" type="checkbox"/> OSU (Oregon State University) | <input checked="" type="checkbox"/> UO (University of Oregon) |
| | <input checked="" type="checkbox"/> WOU (Western Oregon University) |

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

This course has the same name and number at PSU, OSU, and OIT, while at UO and EOU it is listed as HIST 103. At WOU, this course transfers as HST 103D or HST 106D and at SOU it transfers as HST 111.

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.

On-line research of General Education courses accepted at Oregon's state universities.

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: Social Sciences

Submitter

First Name: **Patricia**
Last Name: **McFarland**
Phone: **3411**
Email: **patmc@clackamas.edu**

Course Prefix and Number: HST - 136

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: History of Popular Culture, Entertainment & Sports in Western Civilization

Course Description:

Explores the topics of popular culture, entertainment and sports in western civilization from ancient Greece to the present and relates them to the political, social, economic, intellectual and cultural trends of each time period.

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:

Social Science
 Cultural Literacy

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: 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?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Fall**

✓ **Not every 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. identify and analyze the historical bases and evolution of popular culture, entertainment and sports in Western Civilization from ancient times to the present (CL1);
 2. analyze the behavior of prominent athletes, entertainers and writers from ancient times to the present and link them to the broader themes of the history of Western Civilization (SS1);
 3. apply knowledge about the relationship between popular culture, entertainment and sports and the political, social, economic, intellectual and cultural life of Western Civilization from ancient times to the present to current events (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.
- S** 3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.
- P** 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.
- 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

- 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

- C** 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**

:

Major Topic Outline:

1. Ancient Greece, including: Olympics, chariot racing, theater, music, holidays, epics, rhetoric, gymns and physical fitness
2. Ancient Rome, including: Olympics, chariot racing, theater, music, holidays, epics, tourism, public baths
3. The Dark Ages, including: music, holidays, epics
4. The Middle Ages, including: music, holidays, epics, tournaments, games
5. The Renaissance and Reformation, including: music, holidays, epics and literature, theater, the printing press, mystery plays, hunting, feasting, sports,
6. The 17th and 18th Centuries, including: the Puritans and popular culture, fashion, cuisine, theater, opera, sports, hunting, coffee houses, the French Revolution and popular culture
7. The 19th Century, including: Napoleon and physical fitness, fairy tales, the paperback novel, holidays, sports, Social Darwinism and physical fitness
8. The First Half of the 20th Century, including: Olympics, film, music, shopping, bikes and cars, radio, Nazi Germany and physical fitness
9. The Cold War, including: Olympics, film, music, propaganda, television, gaming
10. Europe since 1990, including: "American Football", soccer, film, music, cable television, the Internet and entertainment

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"/> OIT (Oregon Institute of Technology) | <input checked="" type="checkbox"/> SOU (Southern Oregon University) |
| <input checked="" type="checkbox"/> OSU (Oregon State University) | <input checked="" type="checkbox"/> UO (University of Oregon) |

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

This course has the same prefix and number at PSU, OSU, OIT, and EOU, while at UO it is listed as HST 110T, at WOU as HST1XX, and at SOU as HST LDT.

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.

On-line research of General Education courses accepted at Oregon's state universities.

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: Social Sciences

Submitter

First Name: **Patricia**
Last Name: **McFarland**
Phone: **3411**
Email: **patmc@clackamas.edu**

Course Prefix and Number: HST - 137

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: **History of Science, Medicine, & Technology in Western Civilization**

Course Description:

Traces the major developments in western civilization in the fields of science, medicine and technology from ancient Greece to the present. Includes an examination of the biographies of prominent scientists, doctors and engineers.

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:

Social Science
 Cultural Literacy

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: 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?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Winter**

✓ **Not every 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. identify and analyze the historical bases and evolution of science, medicine and technology in Western Civilization from ancient times to the present (CL1);
 2. analyze the main ideas of prominent scientists, doctors and engineers in Western Civilization from ancient times to the present (SS1);
 3. apply knowledge about the relationship between science, medicine and technology and the political, social, economic, intellectual and cultural life of Western Civilization from ancient times to the present to current events (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.
- S** 3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.
- P** 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.
- 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

- 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

- C** 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**

:

Major Topic Outline:

1. The Ancient Near East, including: agriculture, tools, the wheel, writing, medicine, pyramids
2. Ancient Greece, including: the Greek Dark Ages, the alphabet, science and religion, medicine, Hippocrates, Aristotle, alchemy, the waterwheel, Archimedes
3. Ancient Rome, including: engineering, catapults, Pliny, Ptolemy, Galen, plagues, population decline
4. The Dark and Middle Ages, including: agricultural technology, the recovery of lost classics, universities, medicine and astrology, the clock, gunpowder, leprosy, bubonic plague
5. The Renaissance and Reformation, including: recovery of Aristotle and other classics, dissection, epidemics, technology and voyages of exploration, new foods, population boom, science and magic, Paracelsus, syphilis, alchemy
6. The 17th and 18th Centuries, including: the Scientific Revolution, heresy, microscope, telescope, plagues, vaccines, the French Revolution and Dr. Guillotin, the metric system
7. The 19th Century, including: industrialization, steamships, trains, communications technology, Burke and Hare, Semmelweis, Pasteur, antiseptics, anesthesia, hospitals, doctors, and nurses, Darwin, canals, electricity
8. The First Half of the 20th Century, including: science, medicine, and technology in World War I and World War II, communication and transportation technologies, the Nazis, science, and medicine

9. The Cold War, including: the Space Race, television, industrialization under Stalin, the pharmaceutical industry, modern household appliances, entertainment technology,
10. Europe since 1990, including: the Internet and computers, medicine and technology

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"/> OIT (Oregon Institute of Technology) | <input checked="" type="checkbox"/> SOU (Southern Oregon University) |
| <input checked="" type="checkbox"/> OSU (Oregon State University) | <input checked="" type="checkbox"/> UO (University of Oregon) |
| | <input checked="" type="checkbox"/> WOU (Western Oregon University) |

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

This course has the same prefix and number at PSU, OSU, OIT, and EOU, while at UO it is listed as HST 110T, at WOU as HST1XX, and at SOU as HST LDT.

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.

On-line research of General Education courses accepted at Oregon's state universities.

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: Social Sciences

Submitter

First Name: **Patricia**
Last Name: **McFarland**
Phone: **3411**
Email: **patmc**

Course Prefix and Number: HST - 138

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: History of Love, Marriage and the Family in Western Civilization

Course Description:

Examines the concept of love and the institutions of marriage and the family in western civilization from ancient Greece to the present. Includes a consideration of the ideas of prominent thinkers, artists and political leaders.

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:

Social Science
 Cultural Literacy

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: 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?

No

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**

✓ **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. identify and analyze the historical bases and evolution of the idea of romantic love, marriage practices and family structure in Western Civilization from ancient times to the present (CL1);
 2. analyze the attitudes of rulers, intellectuals and artists in Western Civilization towards love, marriage and the family from ancient times to the present (SS1);
 3. apply knowledge about the relationship between love, marriage and the family and the political, social, economic, intellectual and cultural life of Western Civilization from ancient times to the present to current events (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.
 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.
- P** 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.
- 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

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**

:

Major Topic Outline:

1. The Ancient Near East, including: Ancient Egypt, Mesopotamia, the Hebrews and patriarchy
2. Ancient Greece, including: Greek mythology, exclusion of women from the public sphere, mystery religions, Sparta and families, exposure of newborns, Alexander the Great and mixed cultural marriages
3. Ancient Rome, including: Roman families, rape in ancient Rome, government policies on the family and marriage, Christianity and the family, exposure of newborns, Cleopatra and her Roman lovers
4. The Dark and Middle Ages, including: Christianity and celibacy, sacraments and the family, wergild, intermarriage in the Dark Ages, Viking invasions, royal marriages and alliances, primogeniture, children in the Middle Ages, troubadours and courtly love, Abelard and Heloise
5. The Renaissance and Reformation, including: royal marriages and alliances, voyages of discovery and syphilis, population boom, Henry VIII of England and his wives and children, Martin Luther on marriage and the family, Martin Guerre, witchcraft trials
6. The 17th and 18th Centuries, including: royal marriages and alliances, Restoration England and families, Casanova, the French Revolution and the royal family
7. The 19th Century, including: romanticism, industrialization and urbanization, Rousseau on the family, the Victorian period
8. The First Half of the 20th Century, including: World War I, World War II, and families, population decline, Nicholas and Alexandra, films and romance, Hitler's family and relationships, Nazi family policy, Stalin's family and relationships, Soviet family policy

9. The Cold War, including: the Iron Curtain and families, domesticity and modern appliances, birth control, marriage and the 1950s, popular culture in the 1960s and 1970s, marriage, and families.
10. Europe since 1990, including: reunification of Germany, fall of the Iron Curtain, immigration into Europe, Europe's demographic challenge, gender and sexuality

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

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

How does it transfer? (Check all that apply)

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

:

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

Other. Please explain.

On-line research

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

MA-118 Examination Room Techniques

General education certified: Yes No

- Writing
- Oral Communication
- Arts and Letters
- Science & Computer Science
- Mathematics
- Social Science
- Cultural Literacy
- Health & Physical Education

Approved Date (mm/dd/yyyy): / /

Section #1 General Course Information

Department: Health Sciences: Allied Health

Submitter

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

Course Prefix and Number: MA - 118

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: Examination Room Techniques

Course Description:

This course covers fundamental theories of clinical practice and cognitive competencies involved in safe, efficient and quality exam room patient care and provider support. Special emphasis will be placed on the principles and skills of medical and surgical asepsis, infection control and safety in all exam room practices; preventative procedures, common diagnostic testing and related pathology, use of currently accepted techniques for and equipment in medication administration (excluding IV administration), patient care and interaction, and accurate documentation. This course provides a basis for critical thinking skills in the ambulatory setting. 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 of Completion

Are there prerequisites to this course?

Yes

Pre-reqs: BI-101, BI-102, BI-120, BI-120L, BI-231, BI-232, BI-233, MA-110, MA-112, and MA-145

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: MA-116, MA-117, MA-117L, MA-118L, and MTH-054

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

Yes

Recommendations:

Requirements: Student must be enrolled in current Medical Assistant cohort. 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?

✓ **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 principles of infections control, safety, bloodborne pathogens, and related techniques to the practice of medical assisting;
2. compare and contrast medical assistant concepts (cognitive),
3. communicate relevant patient information concisely and accurately utilizing the principles of health literacy,
4. explain the rationale for steps taken in common clinical procedures, diagnostic procedures and medical treatments,
5. recognize common pathophysiology as the basis for skills and procedures performed,
6. discuss methods to meet the diverse needs of patients while assuring patient rights.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Infection control
 - a. Bloodborne pathogens
 - b. Sterilization techniques
 2. Medical and surgical asepsis
 - a. Sterile set-up
 - b. Wound care
 - c. Bandaging techniques
 - d. Surgical staple and suture removal
 - e. Isolation techniques
 3. Assisting with minor surgical procedures
 4. Vital signs
 5. Obtaining Patient history.
 6. Documentation.
 7. Assisting with the physical exam.
 8. Specialty procedures, tests and screenings.
 - Pulmonary function tests
 - Vision exams
 - Ear care
 9. 12-Lead Electrocardiograms.
 10. Administering medications.
 - Oral.
 - Intramuscular.
 - Subcutaneous.
 - Intradermal.
 - TB screens / allergy testing.
 11. Vaccinations.
 - Documentation
- Vaccine Information Statements (CDC)
- Administration of needless vaccine
 - CDC child/adult Schedules
 - Preparing / administration/ safe storage of vaccines.
12. Pediatrics.
 - assisting in well child exams
 - . safety considerations
 - . Pediatric vital signs
 - . variable vaccine schedules
 - . injection technique unique to infants & children
 13. Coaching a patient
 - Health maintenance
 - Disease prevention
 - . face to face communication
 - 14 Navigating the exam room
 - . Lifespan considerations
 - . Cultural considerations
 15. First Tooth
 - . Pediatric oral preventative services
 - . Fluoride varnish application
- Culturally appropriate techniques

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

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

Percent of course: 0%

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

MA-118L Examination Room Techniques Lab

General education certified: Yes No

- Writing
- Oral Communication
- Arts and Letters
- Science & Computer Science
- Mathematics
- Social Science
- Cultural Literacy
- Health & Physical Education

Approved Date (mm/dd/yyyy): / /

Section #1 General Course Information

Department: Health Sciences

Submitter

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

Course Prefix and Number: MA - 118L

Credits: 1

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: Examination Room Techniques Lab

Course Description:

This course covers fundamental skills which focus on the clinical techniques and competencies (psychomotor & affective) involved in safe, efficient and quality exam room patient care and provider support. Special emphasis will be placed on the principles and skills of medical and surgical asepsis, infection control and safety in all exam room practices; preventative procedures, common diagnostic testing and related pathology, use of currently accepted techniques for and equipment in medication administration (excluding IV administration), patient care and interaction, and accurate documentation. This course provides a basis for critical thinking skills in the ambulatory setting. 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 of Completion

Are there prerequisites to this course?

Yes

Pre-reqs: BI-101, BI-102, BI-120, BI-120L, BI-231, BI-232, BI-233, MA-110, MA-112, and MA-145

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: MA-116, MA-117, MA-117L, MA-118, and MTH-054

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

Yes

Recommendations:

Requirements: Student must be enrolled in current Medical Assistant cohort. 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: No

When do you plan to offer this course?

✓ **Winter**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. apply infection control, safety, and bloodborne pathogen principles and techniques to the practice of medical assisting;
2. calculate and administer oral & parenteral medications,
3. concisely and accurately communicate relevant patient information both to and about the patient meeting the patient's health literacy,
4. safely & accurately demonstrate entry level patient care skills, diagnostics and procedures as related to common pathologies,
5. perform within the legal scope of practice of a medical assistant,
6. demonstrate respect for the patient as an individual assuring patient rights & cultural competence,
7. apply confidentiality measures with each patient.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Infection control.
 - Bloodborne pathogens.
 - Sterilization techniques.
2. Medical and surgical asepsis.
 - Sterile set-up.
 - Wound care.
 - Bandaging techniques.
 - Surgical staple and suture removal
 - Isolation techniques
3. Assisting with minor surgical procedures
4. Vital signs.
5. Obtaining Patient history.
6. Accurate documentation.
7. Assisting with the physical exam.
8. Specialty procedures, tests and screenings.
 - Pulmonary function tests
 - Vision exams
 - Ear care
 - TB screens
9. 12-Lead Electrocardiograms.
10. Administering medications.
 - Oral.
 - Intramuscular.
 - Subcutaneous.
 - Intradermal.
11. Vaccinations.
 - Documentation
 - Vaccine Information Statements (CDC)
 - Administration of needles vaccine
 - CDC child \ adult Schedules
 - Preparing/ Administration / safe storage of vaccines.
12. Pediatrics.
 - assisting with well child exams
 - safety considerations
 - pediatric vital signs
 - varied vaccine schedules (CDC)
 - injection techniques unique to infants & children
13. Coaching a patient
 - Health maintenance
 - Disease prevention
 - Face to face communication
14. Navigating the exam room
 - Lifespan considerations
 - Cultural considerations
15. First Tooth
 - Pediatric Oral preventative services
 - Fluoride varnish application
 - Culturally appropriate techniques

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

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

Percent of course: 0%

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: Manufacturing

Submitter

First Name: Mike
Last Name: Mattson
Phone: 3322
Email: mattsonm

Course Prefix and Number: MFG - 201

Credits: 4

Contact hours

Lecture (# of hours):
Lec/lab (# of hours): 88
Lab (# of hours):
Total course hours: 88

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

Course Title: CNC I: Set-up and Operation

Course Description:

A hands-on class will teach students how to set-up and operate Computer Numerical Control (CNC) milling and turning centers. Includes an introduction to G&M-code programming. Designed for persons with little or no previous experience.

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?

No

Are there prerequisites to this course?

Yes

Pre-reqs: 6 credits of MFG-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?

Yes

Recommendations: MFG-109 and MTH-080

Requirements:

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Fall**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. appreciate how CNC machine tools have benefited industry by increasing productivity and reducing product cost,
2. understand the control system of a CNC machine,
3. use trigonometry to solve programming problems,
4. identify and use standardized G and M control codes specific to FANUC control systems,
5. transfer programs to and from a CNC machine tool using communication software,
6. install work-holding hardware and set-up machine work-zeros,
7. install tooling into a CNC machine,
8. touch off tools and set-up tool height offsets,
9. perform 1st runs on the CNC programs for the purpose of proving them out
10. work safely around automated manufacturing equipment.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. History, wages and controls.
2. Cartesian coordinate system.
3. Parameters, reference & home.
4. Machine & workpiece coordinates.
5. Tool length & radius compensation.
6. CNC tooling basics.
7. Machine set-up and operation.
8. G & M-codes.
9. Canned cycles.
10. 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%

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: Manufacturing

Submitter

First Name: Bob
Last Name: Delgatto
Phone: 3320
Email: delgatto

Course Prefix and Number: MFG - 204

Credits: 4

Contact hours

Lecture (# of hours):
Lec/lab (# of hours): 88
Lab (# of hours):
Total course hours: 88

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

Course Title: Computer-Aided Manufacturing I

Course Description:

This course is an introduction to computer-aided part creation and programming. Students will use CAD/CAM software to generate Numerical Control (NC) code to produce machined products. Model creation, process verification, code generation and CAD/CAM integration will be covered.

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): Manufacturing Technology AAS and Computer Aided Manufacturing AAS

Are there prerequisites to this course?

Yes

Pre-reqs: 6 credits of MFG-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?

✓ **Fall**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate an understanding of basic CAD practices,
2. create wire frame geometry,
3. import geometry into the CAM system,
4. identify toolpath operation types,
5. create CAM generated tool paths,
6. utilize the "Verify" and "Backplot" utility to trouble shoot toolpaths, within the CAM program;
7. post process the toolpath to NC code,
8. apply this to previously acquired CNC skills to produce a machined part.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Basic CAD drawing.
2. Geometry modifications and transformations.
3. Basic Toolpath creation.
4. Cutter Compensation through CAM.
5. Data entry shortcuts.
6. Toolpath Verification.
7. Toolpath Backplot.
8. Importing CAD files.
9. Use of the Operations Manager.
10. Utilizing Job Set-up.
11. Post processing.
12. File transmission.

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

Show changes since last approval in red

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, geometry, and trigonometry.

Type of Course: Developmental Education

Can this course be repeated for credit in a degree?

No

Are there prerequisites to this course?

Yes

Pre-reqs: MTH-050 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?

✓ **Winter**

✓ **Spring**

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. Demonstrate rigorous and analytical thinking by reading, writing, and utilizing the technical and logical language and symbolism necessary to do mathematics and be effective problem solvers;
2. read, comprehend, and communicate technical information;
3. translate English phrases into algebraic expressions;
4. solve a linear equation in one variable;
5. use linear equations to model and solve applications;
6. define and use trigonometric functions in the context of right triangles;
7. use right-triangle trigonometry to model and solve problems and applications.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Introduction to Algebra.
2. Applications of Algebra in One Variable.
3. Right-Triangle Trigonometry.

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

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 - 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: Music Theory I

Course Description:

For non-majors and music majors. Presents an introduction to the diatonic and chromatic structure of tonal music from the common practice period through written exercises, listening, and analysis. This is the first term of a three-term sequence, which includes concepts of pitch and rhythm, intervals, keys, scales, triads, dominant seventh chord, and standard cadences. Provides a thorough groundwork in the melodic, harmonic, and rhythmic elements of music.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Arts and Letters

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

Yes

Co-reqs: First year music majors must take MUS-111 concurrently with MUS-111L, MUS-114, and MUS-127. This requirement does not affect non-music majors

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

Yes

Recommendations: MTH-095 or placement in MTH-111; 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?

✓ **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. engage in focused, active listening, critical analysis, thoughtful interpretation, and creation of musical examples reflective of the conventional style periods covered (AL1);
 2. make use of the creative process to produce written and/or live musical exercises, musical examples, and musical compositions (AL1);
 3. critically analyze values and ethics related to the musical style periods, techniques, conventions, and surrounding issues in order to more fully engage in issues relevant to composition or tonal music anywhere in the world, aided by an understanding of relevant theory (AL2).
-

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

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**✓ **Rubrics**

:

Major Topic Outline:

1. Concepts of pitch and rhythm.
 - a. Scales.
 2. Intervals.
 3. Two voice composition.
 4. Triads.
 5. Notation and scoring.
 6. Renaissance practices.

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)

Music Theory 1 or Lower Division transfer credit

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.

transferability website, articulation agreement

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: MUS - 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: Music Theory I

Course Description:

For non-majors and music majors. Presents functional harmony through written exercises, listening, and analysis. This is the second term of a three-term sequence, which includes voice leading, nonharmonic tones, three-voice and four-voice chorale writing, figured bass, and small melodic structures. Provides a thorough groundwork in the melodic, harmonic, and rhythmic elements of music.

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?

Yes

Recommendations:

Requirements: First year music majors must take MUS-112 concurrently with MUS-112L, MUS-115, and MUS-128. This requirement does not affect non-music majors

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. engage in focused, active listening, critical analysis, thoughtful interpretation, and creation of musical examples reflective of the conventional style periods covered (AL1);
 2. make use of the creative process to produce written and/or live musical exercises, musical examples, and musical compositions (AL1);
 3. critically analyze values and ethics related to the musical style periods, techniques, conventions, and surrounding issues in order to more fully engage in issues relevant to composition or tonal music anywhere in the world, aided by an understanding of relevant theory (AL 2).
-

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**✓ **Rubrics**

:

Major Topic Outline:

1. Tonic/dominant voice leading.
2. Phrase models.
3. Embellishing tones.
4. Chorale harmonization and figured bass.
5. Renaissance and Baroque Practices.

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)

Music Theory 1 or Lower Division transfer credit

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.

transferability website, articulation agreement

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: MUS - 113

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: Music Theory I

Course Description:

For non-majors and music majors. Presents the diatonic and chromatic structure of tonal music in theory from the common practice period through written exercises, compositions, listening, and analysis. This is the third term of a three-term sequence, which includes chord progressions, use of triad inversions, seventh chords, secondary harmony, tonicization, and modulation to closely related keys.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Arts and Letters

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: MUS-112

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

No

Are there corequisites to this course?

No

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

Yes

Recommendations:

Requirements: First year music majors must take MUS-113 concurrently with MUS-113L, MUS-116, and MUS-129. This requirement does not affect non-music majors

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 focused, active listening, critical analysis, thoughtful interpretation, and creation of musical examples reflective of the conventional style periods covered; (AL1)
2. use the creative process to produce written and/or live musical exercises, musical examples, and musical compositions; (AL1)
3. critically analyze values and ethics related to the musical style periods, techniques, conventions, and surrounding issues in order to more fully engage in issues relevant to composition or tonal music anywhere in the world, aided by an understanding of relevant theory. (AL2)

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

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.
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1. Apply analytical skills to social phenomena in order to understand human behavior.
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1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
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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**✓ **Rubrics**

:

Major Topic Outline:

1. Expanding the basic phrase: leading tone and six-four chords.
2. Interaction of melody and harmony.
3. Diatonic sequences.
4. Secondary dominants and leading tone chords.
5. Phrase rhythm and motivic analysis.
6. Renaissance and Baroque Practices.

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

1. Increased energy efficiency **No**
2. Produce renewable energy **No**
3. Prevent environmental degradation **No**

- 4. Clean up natural environment **No**
- 5. Supports green services **No**

Percent of course: 0%

Section #2 Course Transferability

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

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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)

Music Theory 1 or Lower Division transfer credit

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.

transferability website, articulation agreement

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: MUS - 127

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?

No

Are there corequisites to this course?

Yes

Co-reqs: MUS-111, MUS-111L, MUS-114

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

Yes

Recommendations: Some experience in reading treble and bass clef, or C or better in one of the following courses: MUS-117, MUS-131, MUS-132, or MUS-133.

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. play keyboard instruments to demonstrate concepts studied in Music Theory I;
2. improvise at the keyboard;
3. sight-read music at the keyboard;
4. transpose musical examples at the keyboard;
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, scales and arpeggios.
5. Improvisation.
6. Transposition.

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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ascertain how the course will transfer by answering these questions.

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2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

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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)
- 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

:

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: MUS - 140

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 Music

Course Description:

An overview of the music industry career opportunities. Studies include recording studio management/engineering, music merchandising, promotion, music contracting, agent/personal manager, live performing, teaching, technical support, record business, video and film production/editing, retailing, and instrument repair. Required for the Music Technology certificate.

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): **Music Tech certificate, AAS in MPT**

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. describe the range of careers in the music industry;
2. demonstrate basic principles common to success in the music business;
3. demonstrate common music industry entrance strategies.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Discussion may include the following areas of the music industry.
 - a. Studio management and engineering.
 - b. Music merchandising.
 - c. Artist and concert promotion.
 - d. Music technician (electronic or traditional).
 - e. Arts management.
 - f. Music video production/support.
 - g. Music retailing.
 - h. Performing.
 - i. Teaching.
 - j. Music librarianship.
 - k. Songwriting/composition.
 - l. Music therapy.
 - m. Instrument building/repair.
 - n. Music journalism.
 - o. Live sound engineering.

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

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 - 211

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: Music Theory II

Course Description:

For non-majors and music majors. Continuation of the study of functional harmony through written exercises, compositions, listening, and analysis and introduction to polyphony. This is the first term of a three-term sequence, which includes late Renaissance polyphony, baroque counterpoint, and chromatic harmony.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Arts and Letters

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: MUS-113

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-211L, MUS-214, and MUS-224

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. engage in focused, active listening, critical analysis, thoughtful interpretation, and creation of musical examples reflective of the conventional style periods covered; (AL1)
 2. make use of the creative process to produce written and/or live musical exercises, musical examples, and musical compositions; (AL1)
 3. critically analyze values and ethics related to the musical style periods, techniques, conventions, and surrounding issues in order to more fully engage in issues relevant to composition or tonal music anywhere in the world, aided by an understanding of relevant theory. (AL2)
-

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
2. Locate, evaluate, and ethically utilize information to communicate effectively.
3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.
2. Respond to the needs of diverse audiences and contexts.
3. Build and manage relationships.

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

- S** 1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.
- S** 2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.
3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

- ✓ **General Examination** ✓ **Projects**
 ✓ **Writing Assignments**

- ✓ **Rubrics**

:

Major Topic Outline:

1. Species counterpoint.
2. Melodic and rhythmic embellishment.
3. Notation and scoring.
4. Phrase model review.
5. Chord voicing in multiple parts.
6. Embellishing tones.
7. Chorale harmonization.
8. Baroque and Classical period practices.

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)

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- 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)

Music Theory II or Lower Division transfer credit

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.

transferability website, articulation agreement

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: MUS - 212

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: Music Theory II

Course Description:

For non-majors and music majors. Continuation of the study of harmony and period styles through written exercises, compositions, listening, and analysis. This is the second term of a three-term sequence, which includes the classical style, extended, and chromatic harmony.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Arts and Letters

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: MUS-211

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-212L, MUS-215, and MUS-225

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

Yes

Recommendations:

Requirements: Ability to read music. Required for Music Majors

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. engage in focused, active listening, critical analysis, thoughtful interpretation, and creation of musical examples reflective of the conventional style periods covered;(AL1)
 2. make use of the creative process to produce written and/or live musical exercises, musical examples, and musical compositions;(AL1)
 3. critically analyze values and ethics related to the musical style periods, techniques, conventions, and surrounding issues in order to more fully engage in issues relevant to composition or tonal music anywhere in the world, aided by an understanding of relevant theory.(AL2)
-

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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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.
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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** ✓ **Projects**
 ✓ **Writing Assignments**

✓ **Rubrics**

:

Major Topic Outline:

1. Cadence review.
2. Diatonic Sequence.
3. Secondary dominant review.
4. Tonicizing chord review.
5. Modulation review.
6. Binary and ternary forms.
7. Classical and Romantic Period practices.

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)

Music Theory II or Lower Division transfer credit

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.

transferability website, articulation agreement

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: MUS - 213

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: Music Theory II

Course Description:

For non-majors and music majors. Continuation of the study of harmony, period styles after the 18th century through written exercises, compositions, listening, and analysis. This is the third term of a three-term sequence, which includes the 19th and 20th century idioms such as Romanticism, impressionism, post-Romanticism, and serialism.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Arts and Letters

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: MUS-212

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-213L, MUS-216, and MUS-226

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 focused, active listening, critical analysis, thoughtful interpretation, and creation of musical examples reflective of the conventional style periods covered;(AL1)
 2. make use of the creative process to produce written and/or live musical exercises, musical examples, and musical compositions;(AL1)
 3. critically analyze values and ethics related to the musical style periods, techniques, conventions, and surrounding issues in order to more fully engage in issues relevant to composition or tonal music anywhere in the world, aided by an understanding of relevant theory.(AL2)
-

**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** ✓ **Projects**
 ✓ **Writing Assignments**

- ✓ **Rubrics**

:

Major Topic Outline:

1. Modal mixture-color and drama in composition.
2. Neapolitan and augmented sixths.
3. Popular song and Art Song.
4. Rondo and variation.
5. Sonata form.
6. Chromaticism.
7. Romantic, Impressionism, and 20th century techniques.

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

1. Increased energy efficiency **No**
2. Produce renewable energy **No**

- 3. Prevent environmental degradation **No**
- 4. Clean up natural environment **No**
- 5. Supports green services **No**

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

- 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)
- WOU (Western Oregon University)

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

Music Theory II or Lower Division transfer credit

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.

transferability website, articulation agreement

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: Social Science

Submitter

First Name: **Martha**
Last Name: **Bailey**
Phone: **3569**
Email: **marthab**

Course Prefix and Number: PHL - 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: Philosophical Problems

Course Description:

Introduces basic philosophical questions such as: What is reality? What is knowledge? What is truth? Can humans freely choose? What is human awareness? What is a meaningful life?

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?

Yes

Have you talked with a librarian regarding that impact?

Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)*

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

- ✓ **Fall**
- ✓ **Winter**
- ✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. describe dominant questions in the Western philosophical tradition and understand different responses to those questions (AL2), (CL);
 2. creatively apply basic philosophical concepts in their own lives and world understanding (AL1) (AL2);
 3. display skill in analyzing and critiquing complex abstract thought to enrich their lives and be able to engage in local and global issues (AL1), (AL2);
 4. creatively incorporate the context and impact of Western philosophy on Western society and culture into their worldview enabling them to recognize and respect difference (AL1), (CL).
-

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

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

Outcomes Assessment Strategies:

- ✓ General Examination
- ✓ Oral Examination
- ✓ Presentations
- ✓ Criteria
- ✓ Rubrics
- ✓ Journal Writing
- ✓ Performances/Simulation
- ✓ Projects
- ✓ Writing Assignments
- ✓ Multiple Choice Test
- ✓ Pre-Post Assessment

Major Topic Outline:

Metaphysics
Epistemology
Consciousness
Historical Time Periods of Western Philosophy

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)
- ✓ UO (University of Oregon)
- ✓ WOU (Western Oregon University)

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

UO PHL 101
SOU PHL 201
PSU PHL 201
WOU PHL 101

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.

Listings in their course transfer equivalency guide.

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: Social Science

Submitter

First Name: **Martha**
Last Name: **Bailey**
Phone: **3569**
Email: **marthab**

Course Prefix and Number: PHL - 102

Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

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

Course Title: Ethics

Course Description:

Introduces the study of morality with concepts of good, harm, habits, character, perception, behavior and action. Also considers the different theories of human capacity for responsibility.

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?

Yes

Have you talked with a librarian regarding that impact?

Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)*

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

- ✓ **Fall**
- ✓ **Winter**
- ✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. recognize and analyze the importance of historical and cultural contexts of difference when considering values and ethical perspectives in order to enrich the quality of life (AL1), (AL2), (CL);
 2. understand through analysis and apply key concepts from different value and ethical systems in order to enrich the quality of life (AL1), (AL2), (CL);
 3. use course experience to creatively develop personal ethical insights (AL1);
 4. recognize through analysis the logical structure within ethics (AL2).
-

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
2. Locate, evaluate, and ethically utilize information to communicate effectively.
3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.
2. Respond to the needs of diverse audiences and contexts.
3. Build and manage relationships.

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

- S** 1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.
- S** 2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.
3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

- ✓ **General Examination**
- ✓ **Presentations**
- ✓ **Rubrics**
- ✓ **Journal Writing**
- :
- ✓ **Projects**
- ✓ **Writing Assignments**
- ✓ **Pre-Post Assessment**

Major Topic Outline:

1. Meta-ethics
2. Good
3. Choice
4. Character/habits/virtue
5. Behavior/actions
6. Responsibility
7. Consequences and harm
8. Thinking according to principles
9. Thinking according to experience
10. Duty/obligation

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

OSU PHL 205
SOU PHL 205
UO PHL 102
WOU PHL 251

How does it transfer? (Check all that apply)

- required or support for major
- general education or distribution requirement
- general elective
- :

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

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

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Social Sciences

Submitter

First Name: **Martha**
Last Name: **Bailey**
Phone: **3569**
Email: **Marthb**

Course Prefix and Number: PHL - 103

Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

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

Course Title: Critical Reasoning

Course Description:

Helps students identify and understand the process by which they themselves and others arrive at conclusions; improves their critical reasoning skills; introduces basic logical concepts of argument; and gives opportunity for students to apply course skills to relevant matters.

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?

Yes

Have you talked with a librarian regarding that impact?

Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)*

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

- ✓ **Fall**
- ✓ **Winter**
- ✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. Sustain open-minded attention when hearing and reading arguments from differing perspectives and contexts in order to more fully engage in local and global issues; (AL2) (CL)
 2. Understand through analysis the role of structure in argument; (AL2)
 3. Understand the roles of induction and deduction in reasoning and argument in order to interpret texts accurately; (AL1)
 4. Engage the vocabulary of logical discourse appropriately in order to analyze human experience (AL1) (AL2)
-

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
2. Locate, evaluate, and ethically utilize information to communicate effectively.
3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.
2. Respond to the needs of diverse audiences and contexts.
3. Build and manage relationships.

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

- S** 1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.
- S** 2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
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3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

- ✓ General Examination
 - ✓ Presentations
 - ✓ Rubrics
 - ✓ Journal Writing
- ✓ Projects
 - ✓ Writing Assignments
 - ✓ Multiple Choice Test

:

Major Topic Outline:

1. Induction and deduction reasoning
2. Formal and informal fallacies
3. Structure/form
4. Theories of truth
5. Assessing evidence
6. Critiquing and constructing argument
7. Clarity, communication and connection

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

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

OSU PHL 101
UO PHL 103
WOU PHL 103

How does it transfer? (Check all that apply)

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

:

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

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

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Social Sciences

Submitter

First Name: **Martha**
Last Name: **Bailey**
Phone: **3569**
Email: **marthab**

Course Prefix and Number: PHL - 205

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: Moral Issues

Course Description:

Examines contemporary moral issues from a selection of different philosophical perspectives. Provides some historical context as background in order to understand our current moment.

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?

Yes

Have you talked with a librarian regarding that impact?

Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)*

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Not every term**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. interpret ethical issues with a willing open-mindedness to see multiple perspectives through analysis; (AL1) (AL2) (CL)
 2. recognize, analyze, understand and creatively apply ethical principles to address local and global ethical dilemmas; (AL1) (AL2)
 3. explore through analysis social and cultural dimensions of ethical issues across history; (AL1) (AL2) (CL)
 4. critically evaluate contemporary ethical issues, including different practices, values and beliefs, from an informed philosophical position. (AL1) (AL2) (CL)
-

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
2. Locate, evaluate, and ethically utilize information to communicate effectively.
3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.
2. Respond to the needs of diverse audiences and contexts.
3. Build and manage relationships.

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

- S** 1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.
- S** 2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.
3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

- ✓ **General Examination**
- ✓ **Projects**
- ✓ **Presentations**
- ✓ **Writing Assignments**
- ✓ **Rubrics**
- ✓ **Journal Writing**
- ✓ **Checklist**

:

Major Topic Outline:

1. Overview of ethical theories
2. Discussion of contemporary issues
3. Recognition and application of moral principles
4. Historical context of moral philosophies and contemporary moral issues

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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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)

WOU (Western Oregon University)

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

WOU - PHL 102

How does it transfer? (Check all that apply)

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

:

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

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

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Social Science

Submitter

First Name: **Martha**
Last Name: **Bailey**
Phone: **3569**
Email: **marthab**

Course Prefix and Number: PHL - 210

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: Philosophy of Religion

Course Description:

Investigates religious concepts across varying religious expressions. Uses philosophical tools to explore the creation, development and interpretation of these concepts across culture and history.

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?

Yes

Have you talked with a librarian regarding that impact?

Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)*

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Not every term**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. creatively apply philosophical concepts to the study of diverse religious expressions to enrich the quality of life and engage in local and global issues; (AL1) (AL2) (CL)
 2. apply an historical and global perspective to religious concepts; (AL1) (AL2) (CL)
 3. critically analyze the different values of and the relationships between science and religion across cultures; (AL1) (AL2) (CL)
 4. compare and contrast the diverse interpretations of religious concepts in order to enrich the quality of life. (AL1) (AL2) (CL)
-

**AAOT/ASOT GENERAL EDUCATION OUTCOMES
COURSE OUTLINE MAPPING CHART**

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1. Engage in ethical communication processes that accomplish goals.
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3. Build and manage relationships.

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SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.
3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

- ✓ **General Examination**
- ✓ **Projects**
- ✓ **Presentations**
- ✓ **Writing Assignments**
- ✓ **Rubrics**
- ✓ **Journal Writing**
- ✓ **Checklist**

:

Major Topic Outline:

1. The basic definitions of philosophy and religion
2. The concept of God
3. A selected variety of religious concepts
4. Arguments for theism and atheism
5. The relation of science and religion

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

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

5. Supports green services **No**

Percent of course: 0%

Section #2 Course Transferability

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

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

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

- ✓ **PSU (Portland State University)**
- ✓ **SOU (Southern Oregon University)**
- ✓ **WOU (Western Oregon University)**

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

PSU - PHL 210
SOU - PHL 202
WOU - PHL 283

How does it transfer? (Check all that apply)

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

:

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

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

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Social Science

Submitter

First Name: **Brian**
Last Name: **Don**
Phone: **3527**
Email: **brian.don@clackamas.edu**

Course Prefix and Number: PSY - 101

Credits: 3

Contact hours

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

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

Course Title: Human Relations

Course Description:

Introduction to interpersonal relationships and human relations in a social context. Includes individual and group activities, lecture, and discussions with an emphasis on student participation.

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?

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. increase self-esteem and develop greater capacity for leading a balanced life;
2. develop broader scope of behaviors that improve human relations;
3. enhance skills for dealing with transitions and change;
4. apply information on how to deal more effectively with anger, frustration, and stress;
5. demonstrate their communication skills by giving oral presentations;
6. improve group interactions;
7. increase in positive comments from other students about their changes in behavior.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Communication.
2. Self-concept.
3. Assertiveness.
4. Comfort zones.
5. Emotions.
6. Family dynamics.
7. Personal relationships.
8. Human sexuality.
9. Coping skills.
10. Stress and conflict management.
11. Transitions.
12. Values clarification.

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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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)
- ✓ OIT (Oregon Institute of Technology)
- ✓ OSU (Oregon State University)
- ✓ PSU (Portland State University)
- ✓ SOU (Southern Oregon University)
- ✓ UO (University of Oregon)
- ✓ WOU (Western Oregon University)

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

PSU: PSY240 Interpersonal Awareness & Growth 2018
OSU: PSY LDT
OIT: PSY 000
UO: PSY 210T
SOU: PSY LDT
EOU: PSY LDT
WOU: PSY 2XX

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:

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: Social Science

Submitter

First Name: Eric
Last Name: Lewis
Phone: 3410
Email: ericl

Course Prefix and Number: PSY - 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: Psychology: An Overview

Course Description:

A general introduction to the field of psychology. Explores a wide variety of topics.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: WRD-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 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. identify the general areas that comprised the field of Psychology;
2. demonstrate critical thinking in the field of Psychology;
3. evaluate research in the field;
4. identify current theories and apply them in a behavioral context.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Students will study research methods, neuroscience and behavior, development, learning, consciousness, memory, language, intelligence, motivation, emotions, personality, social cognition, group behavior, and stress.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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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. Transfers as a Lower Division Transfer course to OSU and as a Social Science credits to U of O.

How does it transfer? (Check all that apply)

general education or distribution requirement

:

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: Social Sciences

Submitter

First Name: Eric
Last Name: Lewis
Phone: 3410
Email: ericl

Course Prefix and Number: PSY - 231

Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

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

Course Title: Introduction to Human Sexuality

Course Description:

Introduction to research and theories of human sexual behavior, including: sexual relationships, communication and intimacy, sex roles, the development of gender, social trends regarding sexuality, human sexual response, biology of sexuality, and conception.

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
 Cultural Literacy

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: 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?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Not every year**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate satisfactory knowledge of and analyze the various sexual issues covered, including: perspectives on sexuality, sexual anatomy, sexual physiology, developmental sexuality, sexual orientations, communication and intimacy, contraception, and historically/cultural variations of sexual attitudes and practices; (CL1) (SS2)
 2. analyze the social phenomena of sexuality to understand this human behavior. (SS1)
-

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
2. Locate, evaluate, and ethically utilize information to communicate effectively.
3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.
2. Respond to the needs of diverse audiences and contexts.
3. Build and manage relationships.

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

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

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1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
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3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

✓ **General Examination**

✓ **Writing Assignments**

✓ **Multiple Choice Test**

:

Major Topic Outline:

1. Students will study perspectives on sexuality, sexual anatomy, sexual physiology, developmental sexuality, sexual orientations, intimate communication, gender roles and expectations, human sexual response, historical and cultural sexual differences, attitudes regarding sexuality, and contraception.

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)

PSU (Portland State University)

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

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

Comparable to HDFS240 at Oregon State.

How does it transfer? (Check all that apply)

general education or distribution requirement

other (provide details): A OSU it transfers as Human Development and Family Studies credit. At U of O it transfers as credits in the Social Sciences group

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

Other. Please explain.

Noted online in transfer equivalency guides.

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: Manufacturing

Submitter

First Name: **Mike**
Last Name: **Farrell**
Phone: **1689**
Email: **mike.farrell**

Course Prefix and Number: SM - 150

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 I

Course Description:

Provides general background knowledge on the processes required to manufacture integrated circuit devices, beginning with silicon material preparation and ending with final assembly and test of a completed device. Micro-contamination is also covered.

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): 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?

✓ **Fall**

✓ **Not every term**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

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 processes and steps required to manufacture integrated circuits;
2. recognize the causes and fundamental problems with micro-contamination;
3. explain the functionality and construction of MOSFET transistors.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. History of the Semiconductor.
2. Silicon Fabrication & Atom Structure.
3. Wafer Fabrication.
4. Photolithography- Layering.
5. Etch & Diffusion.
6. ION implantation & CVD.
7. Microcontamination.
8. N-Type MOSFET transistor.
9. P-type MOSFET transistor.
10. CMOS-FET transistor.
11. Wafer Sort, Die Separation.
12. Chip Packaging.
13. Final Chip Testing.

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

Show changes since last approval in red

Section #1 General Course Information

Department: Manufacturing

Submitter

First Name: **Wayne**
Last Name: **Sellevaag**
Phone: **3841**
Email: **waynes**

Course Prefix and Number: SM - 229

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: Vacuum Technology

Course Description:

Focuses on elementary theory and practice of vacuum equipment for microelectronics processing. Students study vacuum fundamentals, pumps, and equipment used in vacuum systems.

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): **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?

✓ 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. Summarize fundamental principles of vacuum systems;
2. Describe the functionality and use of pumps, gauges, and controllers;
3. Explain Gas Transfer and Conductance.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Vacuum Fundamentals.
2. Gas Transfer and Conductance.
3. Mass Flow Controller.
4. Gas Transfer Pumps.
5. Entrapment Pumps.
6. Gauges.

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

Show changes since last approval in red

Section #1 General Course Information

Department: Social Science

Submitter

First Name: **Erich**
Last Name: **Pfeifer**
Phone: **3802**
Email: **erichp**

Course Prefix and Number: SOC - 204

Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

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

Course Title: Introduction to Sociology

Course Description:

This course offers an introduction to the field of sociology. Sociology is the scientific study of human behavior in society. In this course we will introduce and discuss issues including the sociological imagination, culture, socialization, deviance, authority, religion, science and methods of sociological research. Various sociological theories will be introduced and utilized to explore and enhance our understanding of these issues.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Social Science
 Cultural Literacy

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: 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?

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 analytical skills into the interrelationship between the individual and society (SS1);
 2. explore the significance of historical context to the link between one's personal life and the social world around them (CL1);
 3. demonstrate an understanding of key sociological concepts and various sociological approaches, methods and perspectives through comparison, application, analysis, discussion, and writing;
 4. critically analyze various social, economic, political and cultural issues using various sociological frameworks (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

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

Outcomes Assessment Strategies:

- ✓ **General Examination** ✓ **Projects**
 ✓ **Writing Assignments**

:

Major Topic Outline:

1. Sociological perspective.
2. Sociological investigation.
3. Culture.
4. Society.
5. Socialization.
6. Social interaction.
7. Groups and organizations.
8. Deviance.
9. Social stratification.

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

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

OSU 204
PSU 200
WOU 223D
OIT 204
SOU 204

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.

Web research

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: Social Science

Submitter

First Name: **Erich**
Last Name: **Pfeifer**
Phone: **3802**
Email: **erichp**

Course Prefix and Number: SOC - 205

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: Social Stratification & Social Systems

Course Description:

This course explores the inequality that exists in our society. Social stratification is the unequal distribution of resources and opportunities in a society. Issues like gender, race, poverty, education and capitalism will be explored and discussed in an attempt to understand their impact on the inequality that we experience in our society. Various sociological theories will be introduced and utilized to explore and enhance our understanding of these issues.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

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

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: 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?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

- ✓ **Fall**
- ✓ **Winter**
- ✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate an understanding and analyze key concepts, approaches, and theories relative to historical patterns of social inequality in the United States, across race, ethnicity, class, gender, age, sexuality, sexual orientation, and/or disability (SS1);
 2. identify how discrimination works and is demonstrated in various social practices and institutions; impact of individual and institutional discrimination on everyday life and experiences (SS2);
 3. identify and evaluate the major perspectives of social inequality, prejudice, and discrimination through comparison, application, analysis, discussion, and writing (CL1);
 4. explain the conflicts associated with social institutions and the impact of institutions on everyday life and experiences (SS1 & SS2);
 5. distinguish among the sociological theories of varying social institutions and assess their relative merits through application, comparison, analysis, discussion and writing.
-

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

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

Outcomes Assessment Strategies:

- ✓ **General Examination** ✓ **Projects**
 ✓ **Writing Assignments**

:

Major Topic Outline:

1. Social stratification across:
 - a. Race.
 - b. Ethnicity.
 - c. Gender.
 - d. Age.
 - e. Sexual orientation.
 - f. Disability.
2. Social institutions including:
 - a. Family.
 - b. Education.
 - c. Politics.
 - d. Health.

- e. Economics.
- f. Religion.

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

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

OSU 205
PSU Low D
WOU 315
OIT Gen Ed
SOU 204/or/Elective

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.

Web research

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: Social Sciences

Submitter

First Name: **Erich**
Last Name: **Pfeifer**
Phone: **3802**
Email: **erichp**

Course Prefix and Number: SOC - 206

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: Institutions & Social Change

Course Description:

This course explores how people can change their society. Social change is a process that can be used by people in a society, to change and improve the functioning of their society. This course will explore and discuss how people-led social movements, in the past and in the present, can be developed, organized, and implemented to accomplish social change.

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
 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?

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. identify key sociological concepts and patterns of social change;
 2. analyze and describe the varying impact of social change on everyday lives and experiences of individuals, communities, institutions and societies; (SS1) (SS2)
 3. demonstrate an understanding of the significance of historical context to the patterns, impact and direction of social change; (CL1)
 4. apply and assess various theories of social change to relevant social, cultural, political and economic issues through comparison, application, analysis, discussion, and writing. (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.
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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.
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3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

- ✓ **General Examination** ✓ **Projects**
 ✓ **Writing Assignments**

:

Major Topic Outline:

Students will study the sociological perspective of:

- a. Social change.
- b. Patterns of change.
- c. Impact on various social institutions
 - c1. Religion
 - c2. Politics
 - c3. Government.
 - c4. Economics.
 - C5. Work.
 - C6. Population.
 - C7. Health.
 - C8. Family.

- d. Movements.
- e. Modernity.

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

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

PSU: ldt
WOU: LDT
OIT: General Ed
SOU: 205

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.

web research

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: Social Sciences

Submitter

First Name: **Erich**
Last Name: **Pfeifer**
Phone: **3802**
Email: **erichp**

Course Prefix and Number: SOC - 210

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: Marriage, Family, & Intimate Relations

Course Description:

This course will introduce students to the study of marriage, intimate relations and family systems from the sociological viewpoint. Students will examine the ways in which race, class, gender, sexuality, community, and society influence patterns of courtship, intimate relations, marriage, and family, and explore the various challenges facing families today.

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
 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?

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. analyze and demonstrate an understanding of the sociological approaches to the study of family systems, courtship and dating, intimate relationships, and marriage; (SS1)
 2. identify and discuss the historical variation in family systems within and across cultures;
 3. exhibit knowledge of the diversity processes and experiences of courtship, dating, intimacy and marriage across race, class, gender, and sexuality through written and oral analyses; (CL1)
 4. critically analyze the impact of different social, economic, political and cultural issues on family systems using a variety of sociological perspectives. (CL1) (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

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

Outcomes Assessment Strategies:

- ✓ **General Examination** ✓ **Projects**
 ✓ **Writing Assignments**

:

Major Topic Outline:

1. Various theories, perspectives and approaches to family studies, marriage and intimate relationships.
2. Differing patterns of initiation, development and maintenance of families, marriage and intimate relationships.
3. Social, political and economic challenges facing families historically and cross culturally; impact on family organization.
4. Problems of family systems, marriage and intimate relationships.

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)

SOU: LDT
PSU: LDT
WOU: SOC 338
OIT: SOC 210

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.

web research

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: Social Sciences

Submitter

First Name: **Erich**
Last Name: **Pfeifer**
Phone: **3802**
Email: **erichp**

Course Prefix and Number: SOC - 225

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: Social Problems

Course Description:

Applies the sociological framework to the study of social problems, their identification, analysis of causes and possible solutions. Problems explored may include mental disorders, drug and alcohol addiction, crime and delinquency, group discrimination, inequality, poverty, alienation, domestic and international violence, environment, and energy.

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
 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?

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. analyze and demonstrate an understanding of the sociological approach to the study of social problems; discuss objective and subjective elements of social problems; (SS1)
 2. critically analyze interrelationships among social problems and proposed solutions and the significance of historical context to defining and solving social problems; (CL1) (SS2)
 3. discuss the extent, impact and causes of different social problems and critically analyze solutions using a variety of sociological approaches through comparison, application, analysis, discussion and writing.
-

- 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)

OSU: 206
PSU: LDT
SOU: LDT
WOU: 225D
OIT: Gen Ed

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.

web research

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: Social Sciences

Submitter

First Name: **Erich**
Last Name: **Pfeifer**
Phone: **3802**
Email: **erichp**

Course Prefix and Number: SOC - 280

Credits: 6

Contact hours

Lecture (# of hours):
Lec/lab (# of hours):
Lab (# of hours): 216
Total course hours: 216

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

Course Title: Sociology/CWE

Course Description:

Cooperative Work Experience. This course allows students who are already working in the field of sociology to earn college credit for that work. Variable Credit: 2-6 credits. Required: Student Petition.

Type of Course: **Career Technical Preparatory**

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?

Yes

Co-reqs: CWE-281

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?

No

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 academic knowledge, skills, and abilities to a work environment specific to their program of study;
2. demonstrate appropriate work habits (time management, interpersonal relationships, attendance, professional appearance, and problem solving) for their work environment;
3. apply career management strategies such as interviewing, resume writing, networking, and portfolio development.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Orientation and establishment of individual goals/measurable learning objectives.
2. The job application process.
3. Resume construction and job interview.
4. Human relations on the job.
5. Summary and evaluation.

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

Show changes since last approval in red

Section #1 General Course Information

Department: Foreign Language

Submitter

First Name: Irma
Last Name: Bjerre
Phone: 503 594 3245
Email: irmab@clackamas.edu

Course Prefix and Number: SPN - 201

Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

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

Course Title: Second-Year Spanish I

Course Description:

First of a three-term intermediate, multimedia course. Focus is on speaking, listening comprehension, reading and writing. Explores cultural differences among Spanish-speaking countries and between the latter and European-American culture.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Arts and Letters

Cultural Literacy

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: SPN-103 or Student Petition

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Fall**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. interpret messages and respond creatively in discussing physical fitness and helpful diets (AL1);
 2. interpret messages and creatively discuss a medical condition with a doctor in a role-play situation (AL 1);
 3. discuss fun and recreational activities including films, music and theater;
 4. explain the system of medical services in a Spanish-speaking country and compare it to the system in the US;
 5. discuss daily routine including going shopping;
 6. discuss personal relationships including learning how to talk about personality, emotional moods and feelings;
 7. identify and analyze, in English, the history, practices, values, and beliefs associated with "El día de los muertos" (Day of the Dead) in Mexico and "El día de todos los santos" (All Saints Day) in other parts of Latin America (CL1);
 8. critically discuss and analyze, in English, some examples of health systems in Latin America such as natural and indigenous medicine, and contrast them with medical practices in the United States (AL2);
 9. use correctly and in context grammatical structures such as present tense, progressive forms, object pronouns, preterite and imperfect tenses and formal commands.
-

**AAOT/ASOT GENERAL EDUCATION OUTCOMES
COURSE OUTLINE MAPPING CHART**

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
2. Locate, evaluate, and ethically utilize information to communicate effectively.
3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.
2. Respond to the needs of diverse audiences and contexts.
3. Build and manage relationships.

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

- S** 1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.
- S** 2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.
3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

- ✓ **General Examination**
✓ **Oral Examination** ✓ **Writing Assignments**
✓ **Presentations**

- ✓ **Performances/Simulation** ✓ **Pre-Post Assessment**
:

Major Topic Outline:

1. Las relaciones personales (personal relations)
2. Las diversiones (entertainment)
3. La vida diaria (daily life)
4. La salud y el bienestar (health and well-being)
5. Proper grammatical use of:
 - a. The present tense
 - b. Ser and estar
 - c. Progressive forms
 - d. Object pronouns
 - e. Gustar and similar verbs
 - f. Reflexive verbs
 - g. The preterite
 - h. Imperfect

- i The preterite vs the imperfect
- j. The subjunctive in noun clauses
- k. Commands
- l. Por and Para

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)

SPN 201 (PSU,SOU,UO,)
SPAN 211 (OSU)
SPN 201D (WOU)

How does it transfer? (Check all that apply)

- general education or distribution requirement
- general elective
- :

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

- Other. Please explain.

U.Select online transfer guide
<https://www.transfer.org/uselect/dashboard.htm>

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: Foreign Language

Submitter

First Name: Irma
Last Name: Bjerre
Phone: 3245
Email: irmab@clackamas.edu

Course Prefix and Number: SPN - 211

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: Intermediate Spanish Conversation

Course Description:

The emphasis of the course is on the continued development of oral proficiency, including expanding vocabulary and broadening the students cultural awareness of the Spanish-speaking world. The course addresses Spanish vocabulary and expressions related to specific purposes. Purposes vary by term. Grammatical explanations will be kept to a minimum.

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: SPN-203

Requirements:

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Fall**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. speak using new vocabulary and expressions related to specific fields of study and work;
2. talk about their studies and career;
3. recognize appropriate terms and expressions used in different Spanish speaking countries;
4. use oral skills to ask and give information;
5. state their point of view in Spanish at different times and situations;
6. feel more confident about their oral Spanish skills in general.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Social-economic and political aspects of the Spanish speaking world.
2. Comparison and contrast of cultural differences within the Spanish-speaking world and the United States.
3. Vocabulary and expressions related to the purpose.

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

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

PSU - Spanish 211; OSU - SPAN LDT Intermedia Spanish Conversation; OIT - LDT 000 Lower Division Transfer

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

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Engineering Science

Submitter

First Name: Matthew
Last Name: LaForce
Phone: 3148
Email: laforce

Course Prefix and Number: WET - 020

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: Wastewater Operations II

Course Description:

For professional upgrade only. Does not meet the requirements for the certificate or degree. Secondary wastewater treatment alternatives with municipal application. Fixed and suspended film systems and clarification process. Includes biological sludge treatment.

Type of Course: Career Technical Supplementary

Can this course be repeated for credit in a degree?

No

What is the target audience/industry for this class?

wastewater operators

Are there prerequisites to this course?

Yes

Pre-reqs: WET-010

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Winter**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. define the principles involved with the fixed film processes, trickling Filters, rotating Biological Contactors, and activated Bio-filters;
2. define the principles and practices in the operation of suspended film processes, activated Sludge and ponds and Lagoons;
3. define the problem solving methods that allow for quantification of the operational strategies as applied to the biological treatment of wastewater, resolution of pounds formula, and mass flux of waste materials, sludge Ages (SATSS, SABOD) and organic Loading Rate (OLR), mean Cell Residence Time (MCRT) and food to Micro-organism Ratio (F/M), hydraulic formulas that include: recirculation Ratio (Rr), hydraulic Loading/Overflow Rates (HLR, HOR), surface Loading/Overflow Rate (SLR, SOR), weir Loading/Overflow Rate (WLR, WOR).

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Principles involved with the FIXED film processes:
 - a. Trickling Filters (TF)
 - b. Rotating Biological Contactors (RBC)
 - b1. Mechanically Operated
 - b2. Air actuated
 - b3. Submerged
 - c. Activated Bio-Filters (ABF)
2. Principles and practices in the operation of SUSPENDED film processes:
 - a. Packaged Plants and Oxidation Ditches
 - b. Conventional Activated Sludge Process
 - c. Modifications to the A/S Process
 - d. Lagoons and Ponds
 - d1. Facultative Lagoons
 - d2. Anaerobic Ponds
3. Biological volume reduction of sludges and the solids handling process.
 - a. Aerobic and Anaerobic Sludge Treatment
 - b. Solids/Sludge Processing Equipment
4. Problem solving methods that allow for resolution of:
 - a. Pounds Formula, Mass Flux of Material
 - b. Sludge Ages, SATSS, SABOD
 - c. Mean Cell Residence Time, MCRT
 - d. Food to Micro-organism Ratio, F/M
 - e. Recirculation Ratio, Rr
 - f. Hydraulic Loading / Overflow Rate, HLR, HOR
 - g. Organic Loading Rate, OLR
 - h. Surface Loading / Overflow Rate, SLR, SOR
 - i. Weir Loading / Overflow Rate, WLR, WOR.

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

Show changes since last approval in red

Section #1 General Course Information

Department: Social Science

Submitter

First Name: **Kjirsten**
Last Name: **Severson**
Phone: **6465**
Email: **kjirsten**

Course Prefix and Number: WS - 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: Introduction to Women's Studies

Course Description:

Examines the history of the representation of women, the history of US feminism and the development of Women's Studies as an academic discipline. Critically explores social issues relevant to women's lives, including gender-expression, marginalization, reproduction, sexuality, economic status and the experience of violence.

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

✓ Social Science

✓ Cultural Literacy

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: 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?

Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)*

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Not every term**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate through analysis their understanding of diverse experiences of women across race, class, gender-expression, sexuality, age, disability, culture and geography in various social settings and situations, both today and in the past in order to apply this knowledge to their personal growth and ethical development (AL1), (AL2), (SS1), (SS2), (CL);
 2. identify the complexities of the various feminist perspectives and theories as applied to various social phenomena in order to augment their personal growth and enrichment (AL1), (SS1),(SS2);
 3. analyze various topics, social phenomena and perspectives related to the discipline of women's studies in order to understand and engage more fully difference in the diverse social and world in which we live (AL1), (AL2), (SS1), (SS2), (CL).
-

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.

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

SS: Social Science Outcomes

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

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

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.
3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

✓ **General Examination**

✓ **Projects**

✓ **Presentations**

✓ **Writing Assignments**

✓ **Rubrics**

✓ **Journal Writing**

✓ **Pre-Post Assessment**

:

Major Topic Outline:

1. Feminist theories, perspectives and approaches to social phenomena.
2. Historical and cross-cultural variation in women's experiences and roles across race, class, gender-expression, sexuality, age and geography.
3. Feminist social issues including:
 - a. gender-expression.
 - b. marginalization.
 - c. reproduction.
 - d. sexuality.
 - e. economic status.
 - f. experience of violence.

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)
- ✓ UO (University of Oregon)

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

PSU - WS 101
UO - WGS 101

How does it transfer? (Check all that apply)

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

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

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

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Sciences

Submitter

First Name: Jennifer
Last Name: Bown
Phone: 3348
Email: jenb

Course Prefix and Number: Z - 201

Credits: 4

Contact hours

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

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

Course Title: General Zoology

Course Description:

A lab course offering cellular and molecular basis of animal life including genetics, embryology, evolution, systematics, and protozoan diversity.

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: MTH-095 or placement in MTH-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?

Yes

Recommendations: WRD-098 or placement in WR-121

Requirements:

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Fall**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate the ability to comprehend and communicate basic scientific principles and concepts important to an understanding of major topics relating to zoology; (SC1) (SC2)
 2. demonstrate the ability to think critically and problem solve, particularly in applying biological concepts to current situations in Zoology and their influences on our society; (SC1) (SC3)
 3. apply the scientific method by designing and conducting experiments, analyzing data, and concluding in written laboratory reports; (SC2)
 4. communicate the theories of the origin of life and its chemical basis, relating it to the evolutionary process; (SC1)
 5. comprehend the various cellular processes including transportation, chemical reactions, division, and metabolism of animals; (SC1)
 6. comprehend the structure of DNA and describe its role in genetics, protein synthesis, and animal development; (SC1)
 7. comprehend the process of evolution and natural selection and their influence on everyday occurrences in our society; (SC1) (SC3)
 8. describe the current and past classification systems and apply to the Protozoan groups and the Animal Kingdom. (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

1. Engage in ethical communication processes that accomplish goals.
2. Respond to the needs of diverse audiences and contexts.
3. Build and manage relationships.

MA: Mathematics Outcomes:

- P** 1. Use appropriate mathematics to solve problems.
2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.
2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

- S** 1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
- S** 2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.
- S** 3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

- ✓ **General Examination**
- ✓ **Thesis/Research Project**
- ✓ **Projects**
- ✓ **Writing Assignments**
- ✓ **Multiple Choice Test**
- ✓ **Standardized Testing**

:

Major Topic Outline:

1. Biological Principles and the Science of Zoology.
 - a. Properties of Life.
 - b. Zoology as a part of Biology.
 - c. Principles of Science.
 - d. Theories of Evolution and Heredity.
2. Origin and Chemistry of Life.
 - a. Organic Molecular Structure.
 - a1. Major Organic groups.
 - a2. Importance of water.
 - a3. pH and its significance to life.
 - b. Chemical Evolution.
 - c. Origin of Living Systems.
 - d. Precambrian Life.

3. Cells as Units of Life.
 - a. The cell theory.
 - b. Organization of Cells.
 - c. Mitosis and Cell Division.
4. Cellular Metabolism.
 - a. Energy and Laws of Thermodynamics.
 - b. Role of Enzymes.
 - c. ATP and Chemical Energy Transfer.
 - d. Cellular Respiration.
 - e. Metabolism of Lipids and Proteins.
 - f. Management of Metabolism.
5. Genetics.
 - a. Mendel's Investigations and the Chromosomal Basis on Inheritance.
 - b. Mendelian Laws of Inheritance and the Gene Theory.
 - c. DNA and its replication.
 - d. Sources of Phenotypic Variation.
6. Organic Evolution
 - a. Darwinian concepts and natural selection.
 - b. Revisions of Darwin's Theory – current research and influences on society
 - c. Speciation (process and events).
 - d. Macro and Microevolution and major Evolutionary Events – influences on current research trends and societal attitudes.
7. The Reproductive Process.
 - a. Reproductive Processes and Patterns of animals.
 - b. Origin and Maturation of Germ Cells/Tissues.
 - c. Male and Female Reproductive Systems.
 - d. Endocrine Events that Orchestrate Reproduction.
8. Principles of Development.
 - a. Early concepts (Preformation versus Epigenesis) – historic and current theories (societal influences on perception of scientific findings).
 - b. Fertilization.
 - c. Cleavage and early development.
 - d. Gastrulation and Formation of Germ Layers.
 - e. Mechanisms of Embryonic Development.
 - f. Gene Expression during Development.
 - g. Vertebrate Development.
 - h. Development of Organs and Organ Systems.
9. Architectural Pattern of an Animal.
 - a. Hierarchical Organization of Animal Complexity.
 - b. Extracellular Components of Metazoan Bodies.
 - c. Types of Tissues.
 - d. Animal Body Plans.
10. Classification and Phylogeny of Animals.
 - a. Linnaeus and the Development of Classification – historic & current societal attitude of classification systems.
 - b. Species concepts.
 - c. Taxonomic Characters and Phylogenetic Classification.
 - d. Major Division of Life.
 - e. Major Subdivisions of the Animal Kingdom.
 - e1. Protozoan groups.
 - e2. Invertebrate & Vertebrates groups.
11. Protozoan Groups.
 - a. Form and Function of Protozoans.
 - b. Overview of the current Protozoan Groups.
 - b1. Phyla Retortamonada, Axostylata, Chlorophyta, Euglenozoa, Apicomplexa, Ciliophora, Dinoflagellata.
 - b2. Ameobas.
 - c. Phylogenetics and Adaptive Radiations.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

PSU (Portland State University)

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

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

lower division transfer (Z-LDT)

How does it transfer? (Check all that apply)

✓ **general education or distribution requirement**

:

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

✓ **Other. Please explain.**

Online Equivalences transfer tables

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: Sciences

Submitter

First Name: Jennifer
Last Name: Bown
Phone: 3348
Email: jenb

Course Prefix and Number: Z - 202

Credits: 4

Contact hours

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

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

Course Title: General Zoology

Course Description:

A lab course covering the maintenance of the cellular, tissue, & organ levels of invertebrates, evolution of animal systems and the diversity of the invertebrate animal phyla.

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: MTH-095 with a C or better or placement in MTH-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?

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?

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 the ability to comprehend and communicate basic scientific principles and concepts important to an understanding invertebrate animals; (SC1) (SC2)
 2. critically evaluate existing and alternative explanations of the evolution of invertebrate anatomy and physiology; (SC2)
 3. demonstrate the ability to think critically and problem solve, particularly in applying theoretical concepts to current situations in invertebrate Zoology and societal influences; (SC1) (SC3)
 4. apply the scientific method by designing and conducting experiments, analyzing data, and concluding in written laboratory reports; (SC2)
 5. critically examine survival strategies for various invertebrate animals and their influences on human society; (SC3)
 6. assess the strength and weaknesses of current classification systems as they apply to invertebrate animals. (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.
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.
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** ✓ **Projects**
- ✓ **Writing Assignments**
- ✓ **Thesis/Research Project** ✓ **Multiple Choice Test**
- ✓ **Standardized Testing**

:

Major Topic Outline:

1. Classification and Phylogeny of Animals.
 - a. Linnaeus and the Development of Classification – historic & current societal attitudes of classification systems.
 - b. Taxonomic Characters and Phylogenetic Classification.
 - c. Major Subdivisions of the Animal Kingdom.
2. Mesozoa and Parazoa.
 - a. Theories on the origins of Metazoa.
 - b. Diversity of simple animals.
3. Radiate Animals.
 - a. Form and Function of Radiates.
 - b. Phylogenetics and Diversity of Radiates.
4. Acoelomate Bilateral Animals.
 - b1. Phyla Mesozoa, Placozoa, and Porifera.
 - b1. Phyla Cnidaria, Ctenophora.

- a. Form and Function of Acoelomates.
- b. Phylogenetics and Diversity.
 - b1. Phyla Platyhelminthes, Nemertea.
- 5. Pseudocoelomate Animals.
 - a. Form and Function of Pseudocoelomates.
 - b. Phylogenetics and Diversity of Smaller Protozoans.
 - b1. Phyla Nematoda, Rotifera, Ectoprocta, Phorinda.
 - c. Parasitic survival strategies and their influences on society.
- 6. Molluscs.
 - a. Form and Function of Molluscs.
 - b. Phylogenetics and Diversity of Molluscan Classes.
 - c. Economic and societal issues involving this group.
- 7. Segmented Worms & Rotifers.
 - a. Form and Function of Segmented Worms.
 - b. Phylogenetics and Diversity.
 - b1. Phylum Annelida: Class Polychaeta, Oligochaeta, Hirundinea.
 - b2. Phylum Rotifera.
 - c. Evolutionary significance of Metamerism.
- 8. Arthropods.
 - a. Form and Function of Phylum Arthropoda.
 - a1. Phylogenetics and Diversity.
 - a2. Subphyla Trilobita, Chelicerata.
 - c. Adaptive Radiation within this Phylum.
 - d. Economic and societal issues involving this group.
- 9. Crustaceans.
 - a. Form and Function of Subphyla Crustacea.
 - b. Brief Survey of Crustaceans.
 - c. Phylogenetics and Adaptive Radiations.
- 10. Hexapods.
 - a. Form and Function of Terrestrial Mandibulates.
 - b. Phylogenetics and Brief Survey of Diversity.
 - b1. Class Chilopoda, Diplopoda, Pauropoda, Symphyla, Insecta.
 - c. Insects and Human Interactions.
 - d. Adaptive Radiation within this group.
- 11. Echinoderms and Hemichordates.
 - a. Form and Function of Echinoderms and Hemichordates.
 - b. Phylogenetics and Diversity.
 - b1. Phyla Echinodermata, Hemichordata.
 - c. Adaptive Radiation within this group.
- 12. Form and Function of Each Group listed above includes:
 - a. Control systems.
 - a1. Neural.
 - a2. Endocrine.
 - a3. Molecular.
 - b. Strategies for:
 - b1. Feeding.
 - b2. Digestion.
 - b3. Respiration.
 - b4. Circulation including immunity.
 - b5. Excretion.
 - b6. Movement.
 - c. Reproduction and Development.
 - d. Behavior.
 - e. Survival Strategies – integrate all the above categories in discussions of evolutionary strategies and their societal influences both historic and current.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

PSU (Portland State University)

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

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

Lower Division Transfer (Z-LDT)

How does it transfer? (Check all that apply)

✓ **general education or distribution requirement**

:

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

✓ **Other. Please explain.**

[Online Course Equivalency Transfer tables](#)

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: Sciences

Submitter

First Name: Jennifer
Last Name: Bown
Phone: 3348
Email: jenb

Course Prefix and Number: Z - 203

Credits: 4

Contact hours

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

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

Course Title: General Zoology

Course Description:

A lab course covering diversity of the more complex invertebrate and vertebrate animal phyla. Includes animal anatomy/physiology, animal behavior, distribution, ecology and conservation.

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: MTH-095 with a C or better or placement in MTH-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?

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?

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 the ability to comprehend and communicate basic scientific principles and concepts important to an understanding vertebrate animals; (SC1) (SC2)
 2. critically evaluate existing and alternative explanations of the evolution of vertebrate anatomy and physiology and animal behavior, (SC2)
 3. demonstrate the ability to think critically and problem solve, particularly in applying theoretical concepts to current situations in vertebrate zoology, conservation, and societal issues; (SC1) (SC3)
 4. apply the scientific method by designing and conducting experiments, analyzing data, and concluding in written laboratory reports; (SC2)
 5. critically examine survival strategies for various vertebrate animals and their influences on human society, (SC3)
 6. assess the strength and weaknesses of current scientific research on animal ecology and conservation biology, (SC3)
 7. gather, comprehend, and communicate research findings on wildlife preserves and their importance in conservation, presenting their findings to peers. (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

- 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:

- 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**
- ✓ **Presentations**
- ✓ **Thesis/Research Project**
- ✓ **Projects**
- ✓ **Writing Assignments**
- ✓ **Multiple Choice Test**
- ✓ **Standardized Testing**

:

Major Topic Outline:

1. Diversity of the Chordate Animals.
 - a. Five Chordate Hallmarks.
 - b. Ancestry and Evolution – current and historic research and how the classification has been influenced.
 - c. Brief Survey of Chordate groups.
 - c1. Subphyla Urochordata, Cephalochordata, Vertebrata.
2. Fishes
 - a. Ancestry and Relationships of Major Groups of Fish – evolution of first Vertebrates and the change in societal attitudes.
 - b. Living Jawless Fish.
 - c. Phylogenetics and Diversity of Fish.
 - c1. Class Chondrichthyes.
 - c2. Osteichthyes (Bony fish).
 - d. Structural and Functional Adaptations of Fishes.
3. Early Tetrapods and Modern Amphibians.

- a. Movement onto Land.
- b. Early evolution of Terrestrial Vertebrates – historic and current research finding (strength and weaknesses).
- c. Modern Amphibian form, function, and diversity.
- 4. Amniote Origins and Reptilian Groups.
 - a. Origin and Adaptive Radiation of Reptilian Groups – historic and current research finding (strength and weaknesses).
 - b. Distinguishing Characteristics of Reptiles (compare to Amphibians).
 - c. Characteristics and Natural History of Reptilian Orders.
- 5. Birds.
 - a. Evolutionary theories of origin and Relationships - historic and current research finding (strength and weaknesses).
 - b. Form and Function of Birds.
 - c. Migration and Navigation.
 - d. Social Behavior and Reproduction.
 - e. Bird Populations.
- 6. Mammals.
 - a. Origin and Evolution of Mammals - historic and current research finding (strength and weaknesses).
 - b. Structural and Functional Adaptations of Mammals.
 - c. Humans and Mammals.
 - d. Human Evolution.
- 7. Animal Behavior.
 - a. Principles of Classical Ethology.
 - b. Categories of Behavior.
 - c. Control of Behavior.
 - d. Social Behavior (altruism and kin selection) – applications to human society.
- 8. Animal Distribution and Ecology.
 - a. Distribution of Life on Earth and animals (Zoogeography).
 - b. Biomes and Life Zones.
 - c. Population growth and interactions.
 - d. Tracking populations using new technology (GPS, GIS).
 - e. Hierarchy of Ecology.
 - f. Ecosystems and Symbiotic Relationships.
- 9. Conservation Biology.
 - a. Biodiversity and its decline – relate to human society.
 - a1. Reasons for decline.
 - b. Ecological Disturbances due to human influences.
 - b1. Ozone Depletion.
 - b2. Greenhouse Effect.
 - b3. Chemical releases & Biological Magnification.
 - b4. Habitat Fragmentation (Edges and Island effects).
 - c. Restoration Ecology.
 - d. Goals of Conservation and their impacts on society.
- 10. Form and Function of Each Group includes:
 - a. Control systems.
 - a1. Neural.
 - a2. Endocrine.
 - a3. Molecular.
 - b. Strategies for:
 - b1. Feeding.
 - b2. Digestion.
 - b3. Respiration.
 - b4. Circulation including immunity.
 - b5. Excretion.
 - b6. Movement.
 - c. Reproduction and Development.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

PSU (Portland State University)

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

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

Lower Division Transfer (Z-LDT)

How does it transfer? (Check all that apply)

✓ **general education or distribution requirement**

:

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

✓ **Other. Please explain.**

[Online Course Equivalency Transfer tables](#)

First term to be offered:

Next available term after approval

:

Course Number	Title	Implementation
ART-132	Life Drawing (Figure Emphasis)	2019/SU
ART-133	Drawing for Comics	2019/SU
HOR-134	Herb Growing & Gardening	2019/SU
PHL-215	History of Western Philosophy	2019/SU

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Date approved: January 19, 2018 Certified General Education Area(s): Arts and Letters

Section #1 General Course Information

Department: Art

Submitter

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

Course Prefix and Number: ART - 132

Credits: 4

Contact hours

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

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

Course Title: Life Drawing (Figure Emphasis)

Course Description:

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

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Arts and Letters

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Winter**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

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

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
2. Locate, evaluate, and ethically utilize information to communicate effectively.
3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.
2. Respond to the needs of diverse audiences and contexts.
3. Build and manage relationships.

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

- S** 1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.
- S** 2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.
3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:**✓ Portfolios**

:

Major Topic Outline:

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

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

- | | |
|--------------------------------------|-----------|
| 1. Increased energy efficiency | No |
| 2. Produce renewable energy | No |
| 3. Prevent environmental degradation | No |
| 4. Clean up natural environment | No |

5. Supports green services **No**

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

- EOU (Eastern Oregon University)
- PSU (Portland State University)
- 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)

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

How does it transfer? (Check all that apply)

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

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

Other. Please explain.

College and university websites have information about Drawing courses

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Date approved: January 19, 2018 Certified General Education Area(s): None

Section #1 General Course Information

Department: Art

Submitter

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

Course Prefix and Number: ART - 133

Credits: 4

Contact hours

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

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

Course Title: Drawing for Comics

Course Description:

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

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

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

This course does not include assessable General Education outcomes.

Major Topic Outline:

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

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

- EOU (Eastern Oregon University)
- PSU (Portland State University)
- 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)

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

How does it transfer? (Check all that apply)

- required or support for major
- general elective

First term to be offered:

Next available term after approval
:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Date approved: January 20, 2017 Certified General Education Area(s): None

Section #1 General Course Information

Department: Horticulture

Submitter

First Name: April
Last Name: Chastain
Phone: 3055
Email: april.chastain

Course Prefix and Number: HOR - 134

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.

Course Title: Herb Growing & Gardening

Course Description:

Study of herb plant propagation and garden use. Garden culture, planning, site requirements and care of plants are covered.

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?

✓ **Winter**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. identify common herbs;
2. differentiate the characteristics of different propagation media;
3. select propagation methods for asexual and sexual propagation;
4. identify the specific cultural requirements of herb plants in the garden.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Identification of Herbs.
 - a. Botanic and Common names of specific genera.
 - b. Characteristics of plant growth.
 - c. Uses of Herb plants.
2. Aspects of Herb plant Propagation.
 - a. Creating the propagation environment.
 - b. Evaluation of propagation media.
 - c. Containers, Sanitation, and Irrigation practices.
 - d. Propagation Records.
3. Garden uses of Herbs
 - a. Site requirements.
 - b. Garden Planning.
 - c. Planting Practices.
 - d. Garden Care and Use of Herbs.

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

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

Percent of course: 0%

First term to be offered:

Specify term: Winter 2018

Clackamas Community College
Online Course/Outline Submission System

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

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

First Name: Kelly

Last Name: Steigleder

Phone: 3391

Email: kellys

Course Prefix and Number: PHL - 215

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: History of Western Philosophy**Course Description:**

Overview course examines the roots and development of Western thought including ancient, medieval, modern and contemporary philosophy. Covers concepts of existence, knowledge, truth, and morality.

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

Coming forward for review, not a new course.

Is this class challengeable?**Yes****Can this course be repeated for credit in a degree?**

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ Arts and Letters

✓ Cultural Literacy

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: WRD-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?

No

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. appropriately apply the technical language of philosophy (AL1),
 2. describe the primary questions which guide Western thought (AL1), (AL2), (CL);
 3. critically analyze the historical conceptual connections in Western civilization (AL1), (AL2), (CL);
 4. relate the theories of the major philosophers in Western history to cultural differences and changes (AL1), (AL2), (CL).
-

Clackamas Community College Online Course/Outline Submission System
AAOT/ASOT GENERAL EDUCATION OUTCOMES
COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
2. Locate, evaluate, and ethically utilize information to communicate effectively.
3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.
2. Respond to the needs of diverse audiences and contexts.
3. Build and manage relationships.

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

- S** 1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.
- S** 2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.
3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

:

Major Topic Outline:

1. Study main themes of thought in metaphysics, epistemology, and axiology as they apply to ancient, medieval, modern, and postmodern ideas.
2. Examine specific philosophers from Thales to Sartre to more closely examine the origin of ideas in main areas of philosophy.
3. Depending on instructor, topics may include: realism, idealism, and dualism; empiricism and rationalism; consequentialist and deontic ethics; correspondence, coherence, and pragmatic theories of truth.
4. A clear relation between the ideas studied and their social and cultural context will be emphasized.

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

:



Course Reactivations

January 18, 2019 (8-10am, CC127)

Course Number	Title	Implementation
PHL-213	Asian Philosophy	2019/SP

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

PHL-213 Asian Philosophy

General education certified: Yes No

- Writing
- Oral Communication
- Arts and Letters
- Science & Computer Science
- Mathematics
- Social Science
- Cultural Literacy
- Health & Physical Education

Approved Date (mm/dd/yyyy): / /

Section #1 General Course Information

Department: Social Science

Submitter

First Name: **Martha**
Last Name: **Bailey**
Phone: **3569**
Email: **marthab**

Course Prefix and Number: PHL - 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: Asian Philosophy

Course Description:

Examines the underlying thought systems connected with Hinduism, Buddhism, Taoism, and Confucianism. Topics include: the nature of reality, the self, causality, knowledge, and ethics.

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?

Yes

Have you talked with a librarian regarding that impact?

Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)*

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Not every term**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. describe dominant questions in the four major Asian thought-systems (AL2), (CL);
2. compare and contrast the different views on the nature of reality, causality and knowledge among the Asian thought-systems (AL1), (AL2),(CL);
3. critically analyze the major ethical concepts in Asian traditions to enrich the quality of life (AL1), (AL2), (CL);
4. interpret the different concepts of "self" and their consequences for Asian culture and society (AL1), (AL2), (CL);
5. engage and interpret the basic texts of Asian philosophy (AL1), (CL).
6. incorporate the context and impact of Asian philosophy on Asian society and culture into their world view (AL1), (AL2), (CL).

**AAOT/ASOT GENERAL EDUCATION OUTCOMES
COURSE OUTLINE MAPPING CHART**

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
2. Locate, evaluate, and ethically utilize information to communicate effectively.
3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.
2. Respond to the needs of diverse audiences and contexts.
3. Build and manage relationships.

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

- S** 1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.
- S** 2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.
3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

- ✓ **General Examination**
- ✓ **Projects**
- ✓ **Presentations**
- ✓ **Writing Assignments**
- ✓ **Rubrics**
- ✓ **Journal Writing**
- ✓ **Performances/Simulation**
- ✓ **Pre-Post Assessment**

Major Topic Outline:

1. Nature of reality:
 - a.Causality (Karma, Dharma)
 - b.Freedom (Samsara, Nirvana)
2. Knowledge:
 - a.Truth (Multi-valued systems of truth.)
 - b.Enlightenment (The human experience at the core of a belief system.)
3. Personal Identity (Self; No Self)
4. Ethics
5. Metaphysics (Multilayered universes)

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

PSU (Portland State University)

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

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

OSU PHL 312
PSU PHL 319
UO PHL 213

How does it transfer? (Check all that apply)

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

:

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

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

First term to be offered:

Next available term after approval

:



General Education Review

January 18, 2019 (8-10am, CC127)

Course Number	Title	General Education Area
ART-291	Sculpture	Arts & Letters
WR-121	English Composition	Writing
WR-122	English Composition	Writing
WR-227	Technical Report Writing	Writing

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Date approved: October 19, 2018 Certified General Education Area(s): Arts and Letters

Section #1 General Course Information

Department: Art

Submitter

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

Course Prefix and Number: ART - 291

Credits: 4

Contact hours

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

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

Course Title: Sculpture

Course Description:

Introduction to the processes and concepts of sculpture; the elements of form and space will be explored. Clay, plaster, mold making, carving, and assemblage will be introduced. Reference to historical and aesthetic content will be presented.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Arts and Letters

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Fall**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. identify and describe works from the culture and history related to the creation of sculptural forms; (AL2)
 2. create sculptural works;(AL1)
 3. create works that communicate a concept or idea; (AL1)
 4. demonstrate group and self-critiquing skills; (AL2)
 5. safely and correctly use of tools and materials to create sculptural works.
-

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
2. Locate, evaluate, and ethically utilize information to communicate effectively.
3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.
2. Respond to the needs of diverse audiences and contexts.
3. Build and manage relationships.

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

- S** 1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.
- S** 2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.
3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

✓ **Projects**

:

Major Topic Outline:

1. Exploration of line.
2. Exploration of plane.
3. Exploration of mass.
4. Assemblage and mixed media.
5. Positive/negative form.
6. Introduction to historical, modern and current sculptural forms.
7. Introduction to sculptural history and connections to culture.

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

1. Increased energy efficiency **No**
2. Produce renewable energy **No**

- 3. Prevent environmental degradation **No**
- 4. Clean up natural environment **No**
- 5. Supports green services **No**

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

- EOU (Eastern Oregon University)
- PSU (Portland State University)
- 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)

PSU= ART 291, WOU= ART 290, SOU= ART 291, EOU= ART 290, U of O= ARTS 288

How does it transfer? (Check all that apply)

- required or support for major
- general elective
- :

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

- Other. Please explain.

I checked websites for comparable courses

First term to be offered:

Specify term: FALL

Clackamas Community College
Online Course/Outline Submission System

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

Course Prefix and Number: WR - 121

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

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

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

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

- EOU (Eastern Oregon University)
- PSU (Portland State University)
- 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

:

Clackamas Community College
Online Course/Outline Submission System

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: Taylor
Last Name: Donnelly
Phone: 6159
Email: tdonnelly

Course Prefix and Number: WR - 122

Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

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

Course Title: English Composition

Course Description:

This class examines the major principles of argumentation and persuasion including analyzing and writing persuasive essays and visual texts in addition to finding, using, and documenting sources.

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?

No

Are there prerequisites to this course?

Yes

Pre-reqs: WR-121 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?

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. summarize, analyze, and synthesize the form and content of complex college-level texts; (WR 1)
2. display critical thinking in clearly written, thesis-driven, argumentative academic essays of 5 to 9 pages; (WR 1) (WR 3)
3. plan and organize essays according to the logical and stylistic demands of academic audiences and situations, including adherence to a current academic style guide, using a process that includes idea generation, research problem development, and meaningful revision based on feedback; (WR 1) (WR 2) (IL 1) (IL 2)
4. identify and apply the elements of critical thinking and argumentative writing, such as identifying bias, recognizing and avoiding logical fallacies, answering reasonable objections, and using and justifying credible evidence to develop and defend a complex position; (WR 1) (WR 3)
5. use advanced research techniques to locate a variety of relevant sources, integrating summary, paraphrase, and quotation as appropriate to develop and support (not replace) their own original thinking and ethical argumentation; (WR 1) (WR 2) (IL 1) (IL 2)
6. articulate a critical awareness of their own and others' writing processes and reflect meaningfully and thoroughly independently on their own learning. (WR 1) (WR 3)

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)
- OIT (Oregon Institute of Technology)
- SOU (Southern Oregon University)
- OSU (Oregon State University)
- UO (University of Oregon)
- WOU (Western Oregon University)

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

How does it transfer? (Check all that apply)

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

:

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

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: Jeffrey
Last Name: McAlpine
Phone: 3263
Email: jeffmc

Course Prefix and Number: WR - 227

Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

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

Course Title: Technical Report Writing

Course Description:

Introduction to report and proposal writing, focusing on organization, form, and style. Emphasis on materials gathered from professional fields such as medicine, nursing, dentistry, government, criminal justice, business, engineering, technology, science, and public relations. The course prepares students to produce clear, informative, and persuasive documents. The purpose and target audience influence choices about how information is presented including writing style, document layout, vocabulary sentence and paragraph structure, and visuals. The course is grounded in rhetorical theory and focuses on producing usable, user-centered content that is clear, concise and ethical. Students will engage in current best practices and work individually and in groups to learn strategies for effective communication in the digital and networked, global workplace.

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:

Writing

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: WR-121 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?

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. produce a range of professional documents including letters, proposals, and reports (WR1);
2. demonstrate specificity, clarity, organization, and editing strategies focused on audience needs (WR1);
3. apply a variety of format and design techniques appropriate to document forms (WR1) (WR2);
4. collaborate on a simulated professional project (WR1);
5. locate, evaluate, and integrate academic research and documentation in APA or MLA style (WR2) (IL1) (IL2) (IL3) (IL4) (IL5);
6. apply a variety of visual and other multimodal aids to represent data ethically and without bias (WR1);
7. present findings, conclusions and recommendations clearly and efficiently (WR1) (WR2) (WR3).

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**

- C** 1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
- C** 2. Locate, evaluate, and ethically utilize information to communicate effectively.
- C** 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.
- 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:

- | | |
|----------------------------------|-------------------------------|
| ✓ General Examination | ✓ Projects |
| ✓ Presentations | ✓ Writing Assignments |
| ✓ Thesis/Research Project | ✓ Multiple Choice Test |
| ✓ Criteria | |
| ✓ Rubrics | |

:

Major Topic Outline:

1. The language and organization of basic documents:
 - a. Technical Definition.
 - b. Technical Description.
 - c. User's Manual.
2. Short Reports:
 - a. Abstract.
 - b. Marketing Brochure.
 - c. Lab Report.
 - d. Field Report.
 - e. Summary.
 - f. Software Review.
 - g. Advertising Flyer.
 - h. Job Description.
 - i. Job or Employee Evaluation.
 - j. Company Evaluation.
 - k. Journal Review.
3. Informal Reports:

- a. Memo.
- b. Proposal.
- c. Progress Report.
- 4. Formal Reports:
 - a. Feasibility Study.
 - b. Recommendation Report.
 - c. Proposal.
 - d. Journal Article.
 - e. Empirical Research.
 - f. Market Analysis.
- 5. Business Writing:
 - a. Letter of Application.
 - b. Letter of Resignation.
 - c. Letter of Transmittal.
 - d. Memo.
 - e. Business Card.
 - f. Resume.

- 7. Special Skills:
 - a. Documentation: MLA or APA Format.
 - b. Visuals and Page Design including the use of boldface, headings and subheadings, white space and bullet lists.
 - c. Interviews.
- 8. Major Topics:
 - a. The nature of technical writing.
 - b. The importance of accuracy, brevity, and clarity.
 - c. The processes of composing, revising, and editing.
 - d. Research and documentation skills.
 - e. Creativity amid technical format and objective language.
 - f. The ethics of business, academic, and industrial writing.
 - g. The value of visual aids including charts, graphs, tables, diagrams and others.
 - h. Working and writing in a group.
 - i. Generating a business or other professional portfolio.
 - j. Oral communication skills.
 - k. Assessing the receiving audience and its needs.

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

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

WR 227 Technical Report Writing; WR 327 Technical Report Writing

How does it transfer? (Check all that apply)

- required or support for major
- general education or distribution requirement
- general elective
- :

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

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

First term to be offered:

Next available term after approval

:

Course Number	Title	Related Instruction Area
HPE-296	Health and Fitness for Criminal Justice	PE/Health
WR-227	Technical Report Writing	Communication

Clackamas Community College
Online Course/Outline Submission System

Section #1 General Course Information

Department: Health/PE/Athletics

Submitter

First Name: Paul
Last Name: Fiskum
Phone: 3272
Email: paulf@clackamas.edu

Course Prefix and Number: HPE - 296

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: Health and Fitness for Criminal Justice

Course Description:

This course provides students the knowledge and understanding of the interacting influence of physical fitness and health in all dimensions of wellness. Explores understanding and managing the stressors experienced by law enforcement and corrections personnel. Students will be prepared to complete the Oregon Physical Abilities Test (ORPAT), required by Oregon law enforcement and corrections academies.

Type of Course: Lower Division Collegiate

Reason for the new course:

Passing the Oregon Physical Abilities Test (ORPAT) is required for all Department of Public Safety Standards and Training (DPSST) Law Enforcement and Corrections Academy graduates. The CJA AAS Advisory Committee recommends offering a course to prepare students for passing this test. Also, this course will inform students of the unique stressors involved in a career as a first responder, and provide resources to address those stressors. The Criminal Justice program has obtained and invested several thousand dollars in acquiring the ORPAT equipment to offer this course, and the HPE department is providing storage for the equipment and support for course development and course offering.

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; AAS Criminal Justice, Corrections Option

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?

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?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

Yes

Area: Physical Education/Health

GRADING METHOD:

A-F or Pass/No Pass

Audit: No

When do you plan to offer this course?

✓ Winter

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. assess their current status in each of the nine Dimensions of Wellness;
2. assess their current status in each of the five Health Related Components of Fitness;
3. assess their current nutritional and dietary practices;
4. assess their current energy expenditure status;
5. assess their current stress reaction status;
6. design a personal nutritional and dietary pattern to improve wellness;
7. design a personal plan for alternative methods of dealing with stress;
8. design a personal fitness plan to improve their performance on the Oregon Physical Abilities Test (ORPAT).

This course does not include assessable General Education outcomes.

Major Topic Outline:

Physical Fitness
Components of measurement; i.e., flexibility, strength, endurance
Body composition
Assessment of current status
Activities for improving personal status
Nutritional life styling
Stress management
Managing the hypervigilance rollercoaster
Relaxation techniques
Oregon Physical Abilities Test (pre & post)

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

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

Lower division HPE courses

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: Winter 2020

Clackamas Community College
Online Course/Outline Submission System

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: Jeffrey
Last Name: McAlpine
Phone: 3263
Email: jeffmc

Course Prefix and Number: WR - 227

Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

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

Course Title: Technical Report Writing

Course Description:

Introduction to report and proposal writing, focusing on organization, form, and style. Emphasis on materials gathered from professional fields such as medicine, nursing, dentistry, government, criminal justice, business, engineering, technology, science, and public relations. The course prepares students to produce clear, informative, and persuasive documents. The purpose and target audience influence choices about how information is presented including writing style, document layout, vocabulary sentence and paragraph structure, and visuals. The course is grounded in rhetorical theory and focuses on producing usable, user-centered content that is clear, concise and ethical. Students will engage in current best practices and work individually and in groups to learn strategies for effective communication in the digital and networked, global workplace.

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:

Writing

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: WR-121 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?

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. produce a range of professional documents including letters, proposals, and reports (WR1);
2. demonstrate specificity, clarity, organization, and editing strategies focused on audience needs (WR1);
3. apply a variety of format and design techniques appropriate to document forms (WR1) (WR2);
4. collaborate on a simulated professional project (WR1);
5. locate, evaluate, and integrate academic research and documentation in APA or MLA style (WR2) (IL1) (IL2) (IL3) (IL4) (IL5);
6. apply a variety of visual and other multimodal aids to represent data ethically and without bias (WR1);
7. present findings, conclusions and recommendations clearly and efficiently (WR1) (WR2) (WR3).

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**

- C** 1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
- C** 2. Locate, evaluate, and ethically utilize information to communicate effectively.
- C** 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.
- 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:

- | | |
|----------------------------------|-------------------------------|
| ✓ General Examination | ✓ Projects |
| ✓ Presentations | ✓ Writing Assignments |
| ✓ Thesis/Research Project | ✓ Multiple Choice Test |
| ✓ Criteria | |
| ✓ Rubrics | |

:

Major Topic Outline:

1. The language and organization of basic documents:
 - a. Technical Definition.
 - b. Technical Description.
 - c. User's Manual.
2. Short Reports:
 - a. Abstract.
 - b. Marketing Brochure.
 - c. Lab Report.
 - d. Field Report.
 - e. Summary.
 - f. Software Review.
 - g. Advertising Flyer.
 - h. Job Description.
 - i. Job or Employee Evaluation.
 - j. Company Evaluation.
 - k. Journal Review.
3. Informal Reports:

- a. Memo.
- b. Proposal.
- c. Progress Report.
- 4. Formal Reports:
 - a. Feasibility Study.
 - b. Recommendation Report.
 - c. Proposal.
 - d. Journal Article.
 - e. Empirical Research.
 - f. Market Analysis.
- 5. Business Writing:
 - a. Letter of Application.
 - b. Letter of Resignation.
 - c. Letter of Transmittal.
 - d. Memo.
 - e. Business Card.
 - f. Resume.

- 7. Special Skills:
 - a. Documentation: MLA or APA Format.
 - b. Visuals and Page Design including the use of boldface, headings and subheadings, white space and bullet lists.
 - c. Interviews.
- 8. Major Topics:
 - a. The nature of technical writing.
 - b. The importance of accuracy, brevity, and clarity.
 - c. The processes of composing, revising, and editing.
 - d. Research and documentation skills.
 - e. Creativity amid technical format and objective language.
 - f. The ethics of business, academic, and industrial writing.
 - g. The value of visual aids including charts, graphs, tables, diagrams and others.
 - h. Working and writing in a group.
 - i. Generating a business or other professional portfolio.
 - j. Oral communication skills.
 - k. Assessing the receiving audience and its needs.

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

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

WR 227 Technical Report Writing; WR 327 Technical Report Writing

How does it transfer? (Check all that apply)

- required or support for major
- general education or distribution requirement
- general elective
- :

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

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

First term to be offered:

Next available term after approval

:

Course Number	Title	Implementation
APR-202LM	Electrical Code Level 1	2019/SP
APR-203LM	Electrical Code-Level II	2019/SP
APR-204LM	Electrical Code-Level III	2019/SP
ART-232	Life Drawing (Figure Emphasis)	2019/SP
ART-233	Drawing for Comics	2019/SP
ART-298	Art: Independent Study	2019/SP
DMC-298	DMC: Independent Study	2019/SP
ENGR-201	Electrical Fundamentals	2019/SP
ENGR-201L	Electrical Fundamentals	2019/SP
ENGR-201L	Electrical Fundamentals Lab	2019/SP
FRP-203	Introduction to Incident Information	2019/SP
HPE-296	Health and Fitness for Criminal Justice	2019/SP
MFG-126	CNC Operator Technician	2019/SP

Clackamas Community College
Online Course/Outline Submission System

Consent Agenda Requests

Section #1 General Course Information

Department: WAFE

Submitter

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

Course Prefix and Number: APR - 202LM

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: Electrical Code Level 1

Course Description:

Provides a working knowledge of the National Electrical Code (NEC). Assists LME apprentices in preparing for the state electrical exam. Topics include definitions, requirements for electrical installations, identification and use of electrical conductors, wiring, circuit-protection, wiring methods, materials, and electrical safety standards.

Type of Course: Career Technical Preparatory

Reason for the new course:

New Limited Maintenance Electrician (LME) program.

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.ELECTRICIANLM; CC.ELECTRICIANLM

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?

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 and apply industry definitions in the trade;
- 2) describe requirements for electrical installations;
- 3) identify and use electrical conductors, wiring, circuit-protection, wiring methods and materials;
- 4) explain electrical safety standards.

This course does not include assessable General Education outcomes.

Major Topic Outline:

Industry definitions in the trade,
Requirements for electrical installations,
Electrical conductors, wiring, circuit-protection, wiring methods and materials
Electrical safety standards

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: 2019/FA

Clackamas Community College
Online Course/Outline Submission System

Consent Agenda Requests

Section #1 General Course Information

Department: WAFE

Submitter

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

Course Prefix and Number: APR - 203LM

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: Electrical Code-Level II

Course Description:

Provides a working knowledge of the National Electrical Code (NEC). Topics include installation code requirements for the following: electrical equipment for general use such as motors, luminaries, air conditioners, cords, switchboards and panel boards. Also covers special occupancies which will assist students in locating and understanding electrical code requirements for hazardous locations such as gas stations, spray paint booths, aircraft hangars, health care facilities, places of assembly, theaters, manufactured buildings, mobile homes, temporary locations, etc. Electrical standards will be emphasized.

Type of Course: Career Technical Preparatory

Reason for the new course:

New LME apprenticeship program

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.ELECTRICIANLM, CC.ELECTRICIANLM

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?

No

Will this course appear in the schedule?

No

Student Learning Outcomes:

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

1. interpret NEC and Oregon Specialty Codes;
2. use the NEC articles and tables to perform various calculations;
3. utilize the Oregon Administrative Rules (OARs) in relation to the NEC and Oregon Specialty Codes (OSC).

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. installation code requirements for the following: electrical equipment for general use such as motors, luminaries, air conditioners, cords, switchboards and panel boards.
2. special occupancies which assist in locating and understanding electrical code requirements for hazardous locations
3. electrical standards.

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

Consent Agenda Requests

Section #1 General Course Information

Department: WAFE

Submitter

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

Course Prefix and Number: APR - 204LM

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: Electrical Code-Level III

Course Description:

Provides a working knowledge of the National Electrical Code (NEC). Assists LME apprentices in preparing for the state electrical exam. Topics include special equipment, special conditions, and communications systems. Covers State of Oregon statutes and amendments, building code division rules, license requirements and responsibilities, supplemental code reference materials, safety standards and practice exams.

Type of Course: Career Technical Preparatory

Reason for the new course:

New Limited Maintenance Electrician (LME) program.

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.ELECTRICIANLM; CC.ELECTRICIANLM

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?

No

Will this course appear in the schedule?

No

Student Learning Outcomes:

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

1. interpret NEC and Oregon Specialty Codes;
2. prepare for state exam;
3. demonstrate knowledge of industry terminology;
4. use the NEC articles and tables to perform various calculations;
5. utilize the Oregon Administrative Rules (OARs) in relation to the NEC and Oregon Specialty Codes (OSC);
6. complete the NEC code preparation exams with a 75% and higher.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Special equipment including electric signs, cranes, hoists, elevators, electric welders, information technology equipment, pools, and foundations
2. Special Conditions including emergency systems, Class 1, 2, and 3, low voltage control circuits, fire alarm systems
3. Fiber optics and communication systems
4. State of Oregon statutes governing electrical installations
5. License requirements and responsibilities
6. State of Oregon amendments, supplemental code reference materials, safety standards and practice exams.

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:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Date approved: June 1, 2018 Certified General Education Area(s): Arts and Letters

Section #1 General Course Information

Department: Art

Submitter

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

Course Prefix and Number: ART - 232

Credits: 4

Contact hours

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

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

Course Title: Life Drawing (Figure Emphasis)

Course Description:

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

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Arts and Letters

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: ART-131 or Student Petition

**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**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

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

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
2. Locate, evaluate, and ethically utilize information to communicate effectively.
3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.
2. Respond to the needs of diverse audiences and contexts.
3. Build and manage relationships.

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

- S** 1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.
- S** 2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.
3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:✓ **Projects**✓ **Portfolios**

:

Major Topic Outline:

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

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

- | | |
|--------------------------------------|-----------|
| 1. Increased energy efficiency | No |
| 2. Produce renewable energy | No |
| 3. Prevent environmental degradation | No |
| 4. Clean up natural environment | No |

5. Supports green services **No**

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

- EOU (Eastern Oregon University)
- PSU (Portland State University)
- 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)

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

How does it transfer? (Check all that apply)

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

:

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

Other. Please explain.

College and university websites have information about Drawing courses

First term to be offered:

Specify term: Winter 2019

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Date approved: June 1, 2018 Certified General Education Area(s): Arts and Letters

Section #1 General Course Information

Department: Art

Submitter

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

Course Prefix and Number: ART - 233

Credits: 4

Contact hours

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

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

Course Title: Drawing for Comics

Course Description:

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

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ Arts and Letters

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: ART-131 or Student Petition

**Have you consulted with the appropriate chair if the pre-req is in another program?
Yes (A 'Yes' certifies you have talked with the chair and have received approval.)***

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

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

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
2. Locate, evaluate, and ethically utilize information to communicate effectively.
3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.
2. Respond to the needs of diverse audiences and contexts.
3. Build and manage relationships.

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

- S** 1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.
- S** 2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.
3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

✓ **Projects**

✓ **Portfolios**

:

Major Topic Outline:

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

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

- | | |
|--------------------------------------|-----------|
| 1. Increased energy efficiency | No |
| 2. Produce renewable energy | No |
| 3. Prevent environmental degradation | No |

- 4. Clean up natural environment **No**
- 5. Supports green services **No**

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

- EOU (Eastern Oregon University)
- PSU (Portland State University)
- 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)

Drawing is an art course that will transfer as a lower level elective or as an art foundation course. PSU requires 200-level Drawing courses for art majors.

How does it transfer? (Check all that apply)

- required or support for major
- general education or distribution requirement
- general elective
- :

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

First term to be offered:

Specify term: Spring 2019

Clackamas Community College
Online Course/Outline Submission System

Section #1 General Course Information

Department: Art Department/ DMC

Submitter

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

Course Prefix and Number: ART - 298

Credits: 3

Contact hours

Lecture (# of hours):
Lec/lab (# of hours):
Lab (# of hours): 108
Total course hours: 108

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

Course Title: Art: Independent Study

Course Description:

One-on-one learning with a faculty member and/or covers content not otherwise included in program curricula. Variable Credit: 1-3 credits. Required: Student Petition.

Type of Course: Lower Division Collegiate

Reason for the new course:

Student development in the visual arts

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: Two or more courses with ART prefix

Requirements: Instructor consent

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: No

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?

No

Will this course appear in the schedule?

No

Student Learning Outcomes:

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

1. create work that reflects advanced artistic skills;
2. present a portfolio of advanced work.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Major topic outline to be determined by instructor and student.

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)

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

Independent study

How does it transfer? (Check all that apply)

general elective

:

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Section #1 General Course Information

Department: Art Department/ DMC

Submitter

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

Course Prefix and Number: DMC - 298

Credits: 3

Contact hours

Lecture (# of hours):
Lec/lab (# of hours):
Lab (# of hours): 108
Total course hours: 108

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

Course Title: DMC: Independent Study

Course Description:

One-on-one learning with a faculty member and/or covers content not otherwise included in program curricula. Variable Credit: 1-3 credits. Required: Student Petition.

Type of Course: Career Technical Supplementary

Reason for the new course:

Student development in the digital media industry

Can this course be repeated for credit in a degree?

No

What is the target audience/industry for this class?

DMC students

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: Two or more courses in a single DMC focus area

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: No

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?

No

Will this course appear in the schedule?

No

Student Learning Outcomes:

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

1. Create work that reflects professional/ industry standards;
2. Present a portfolio of professional work.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Major topic outline to be determined by instructor and student.

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

Consent Agenda Requests

Section #1 General Course Information

Department: Engineering Sciences

Submitter

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

Course Prefix and Number: ENGR - 201

Credits: 4

Contact hours

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

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

Course Title: Electrical Fundamentals

Course Description:

A study of basic electrical circuit theory. Analysis of voltage and current relationships. Covers circuit parameters of resistance, inductance, and capacitance. Includes basic DC, AC, and natural response of circuits. This course is not intended for Electrical or Computer Engineering majors.

Type of Course: Lower Division Collegiate

Reason for the new course:

The current electrical circuits course is designed for electrical and computer engineers, and does not serve the other engineering students as well. PSU and OIT have developed circuits courses designed for other engineering majors, and we can follow suit.

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?

No

Are there corequisites to this course?

Yes

Co-reqs: ENGR-201L

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. Define voltage, current, power, and energy;
2. demonstrate Ohm's Law, Kirchhoff's Current Law, and Kirchhoff's Voltage Law;
3. identify ideal voltage and current sources;
4. solve for unknown currents and voltages in any resistive circuit;
5. explain Thevenin Equivalents and their use in maximum power transfer calculations;
6. define current and voltage relationships for capacitors and inductors;
7. solve for unknown currents and voltages in passive circuit elements using phasors;
8. calculate input and output parameters for ideal transformer circuits;
9. calculate the time response of first-order circuits containing inductors and capacitors;
10. demonstrate the use of basic electrical equipment.

This course does not include assessable General Education outcomes.

Major Topic Outline:

- Introduction, Circuit Variables
- Circuit Elements and Basic Laws
- DC Circuit Analysis
- Resistive Circuits
- Thévenin Equivalent Circuits, Superposition
- Capacitors and Inductors
- First-Order Transient Circuits
- AC Circuit Analysis with Phasors

- AC Power
- Ideal Transformers

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)

OIT--ENGR 236
OSU--ENGR 201
PSU--ECE 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

Section #1 General Course Information

Department: Engineering Science

Submitter

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

Course Prefix and Number: ENGR - 201L

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 Fundamentals Lab

Course Description:

Lab Course for ENGR-201. Must be taken concurrently with ENGR-201.

Type of Course: Lower Division Collegiate

Reason for the new course:

Flexibility in lab offerings.

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

Yes

Co-reqs: ENGR-201

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?

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 voltage, current, power, and energy;
2. demonstrate Ohm's Law, Kirchhoff's Current Law, and Kirchhoff's Voltage Law;
3. identify ideal voltage and current sources;
4. solve for unknown currents and voltages in any resistive circuit;
5. explain Thevenin Equivalents and their use in maximum power transfer calculations;
6. define current and voltage relationships for capacitors and inductors;
7. solve for unknown currents and voltages in passive circuit elements using phasors;
8. calculate input and output parameters for ideal transformer circuits;
9. calculate the time response of first-order circuits containing inductors and capacitors;
10. demonstrate the use of basic electrical equipment.

This course does not include assessable General Education outcomes.

Major Topic Outline:

- Introduction, Circuit Variables
- Circuit Elements and Basic Laws
- DC Circuit Analysis
- Resistive Circuits
- Thévenin Equivalent Circuits, Superposition
- Capacitors and Inductors
- First-Order Transient Circuits
- AC Circuit Analysis with Phasors
- AC Power
- Ideal Transformers

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)

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

OIT--ENGR 236
OSU--ENGR 201
PSU--ECE 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

Consent Agenda Requests

Section #1 General Course Information

Department: WAFE

Submitter

First Name: Jeff
Last Name: Ennenga
Phone: 3539
Email: jeff.ennenga

Course Prefix and Number: FRP - 203

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: Introduction to Incident Information

Course Description:

The purpose of this course is to provide students with the skills and knowledge needed to serve as Public Information Officers (PIOF). The course covers establishing and maintaining an incident information operation, communicating with internal and external audiences, working with the news media, handling special situations, and long-term planning and strategy.

Type of Course: Lower Division Collegiate

Reason for the new course:

Community and industry request.

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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: No

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?

No

Student Learning Outcomes:

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

1. formulate and release information about an incident to the news media, local communities, incident personnel, other appropriate agencies, and organizations;
2. manage all Public Information Officers assigned to the incident;
3. develop policy with the Incident Commander, Agency Administrator, agency Public Affairs Officer, IMT members, and incident investigators regarding information gathering and sharing;
4. prepare initial information summary as soon as possible after arrival;
5. obtain approval for release of information from Incident Commander;
6. attend meetings to update information releases;
7. arrange for meetings between media and incident personnel.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Roles and responsibilities of a PIOF.
2. Incident Command System form ICS-209.
3. Media releases.
4. Incident Management Team meetings.
5. Public meetings.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

How does it transfer? (Check all that apply)

:

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Section #1 General Course Information

Department: Health/PE/Athletics

Submitter

First Name: Paul
Last Name: Fiskum
Phone: 3272
Email: paulf@clackamas.edu

Course Prefix and Number: HPE - 296

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: Health and Fitness for Criminal Justice

Course Description:

This course provides students the knowledge and understanding of the interacting influence of physical fitness and health in all dimensions of wellness. Explores understanding and managing the stressors experienced by law enforcement and corrections personnel. Students will be prepared to complete the Oregon Physical Abilities Test (ORPAT), required by Oregon law enforcement and corrections academies.

Type of Course: Lower Division Collegiate

Reason for the new course:

Passing the Oregon Physical Abilities Test (ORPAT) is required for all Department of Public Safety Standards and Training (DPSST) Law Enforcement and Corrections Academy graduates. The CJA AAS Advisory Committee recommends offering a course to prepare students for passing this test. Also, this course will inform students of the unique stressors involved in a career as a first responder, and provide resources to address those stressors. The Criminal Justice program has obtained and invested several thousand dollars in acquiring the ORPAT equipment to offer this course, and the HPE department is providing storage for the equipment and support for course development and course offering.

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; AAS Criminal Justice, Corrections Option

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?

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?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

Yes

Area: Physical Education/Health

GRADING METHOD:

A-F or Pass/No Pass

Audit: No

When do you plan to offer this course?

✓ **Winter**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. assess their current status in each of the nine Dimensions of Wellness;
2. assess their current status in each of the five Health Related Components of Fitness;
3. assess their current nutritional and dietary practices;
4. assess their current energy expenditure status;
5. assess their current stress reaction status;
6. design a personal nutritional and dietary pattern to improve wellness;
7. design a personal plan for alternative methods of dealing with stress;
8. design a personal fitness plan to improve their performance on the Oregon Physical Abilities Test (ORPAT).

This course does not include assessable General Education outcomes.

Major Topic Outline:

Physical Fitness
Components of measurement; i.e., flexibility, strength, endurance
Body composition
Assessment of current status
Activities for improving personal status
Nutritional life styling
Stress management
Managing the hypervigilance rollercoaster
Relaxation techniques
Oregon Physical Abilities Test (pre & post)

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

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

Lower division HPE courses

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: Winter 2020

Clackamas Community College
Online Course/Outline Submission System

Consent Agenda Requests

Section #1 General Course Information

Department: Manufacturing

Submitter

First Name: Mike
Last Name: Mattson
Phone: 3322
Email: mattsonm@clackamas.edu

Course Prefix and Number: MFG - 126

Credits: 12

Contact hours

Lecture (# of hours):
Lec/lab (# of hours): 264
Lab (# of hours):
Total course hours: 264

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

Course Title: CNC Operator Technician

Course Description:

This course introduces students to machining trades with an emphasis on Computer Numerical Control (CNC) machines. Students learn about machine operation processes through hands-on activities with manual and CNC machine tools including lathes and milling machines. Supporting topics will include safety, print reading, precision measurement, shop math and computer skills. This course is open to participants with little or no experience.

Type of Course: Career Technical Supplementary

Reason for the new course:

Industry demand

Can this course be repeated for credit in a degree?

No

What is the target audience/industry for this class?

Any student interested in CNC operators training

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: MFG Department and/or TechHire Clackamas approval

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?

✓ **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?

No

Will this course appear in the schedule?

No

Student Learning Outcomes:

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

1. interpret blueprints to identify the form, dimensions and tolerances of a manufactured product and use that information to determine manufacturing processes;
2. perform measurements with high-precision measuring tools to determine if workpiece dimensions meet the required quality standards;
3. perform operations on manual milling machines including profile and face milling, hole-making and tapping;
4. perform operations on manual lathes including facing, turning and drilling;
5. assure the precision alignment of fixtures, vises, milling heads and lathe centers with a dial test indicator;
6. locate workpiece datums with an edge finder and dial indicator;
7. apply geometric concepts and perform machining operations to create flat, square and parallel work pieces;
8. establish workpiece and tool offsets, load and test a NC part program on both CNC mills and lathes;
9. perform "first article inspections" and make adjustments to offsets and machine setting to produce quality work pieces;
10. identify elementary G&M-codes for milling and turning and manually write NC programs for simple machining operations.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Safety
 - a. Machine tool safety
 - b. OSHA 10
 - c. First aid
2. Print reading skills
3. Manual machine tool setup and operation
 - a. Mill
 - b. Lathe
 - c. Horizontal Bandsaw
4. CNC manual and automatic operation
5. CNC setup and adjustment
6. Precision measurement
7. Shop math
8. G&M-code programming, text editing and file 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%

First term to be offered:

Specify term: Winter 2019