1. Course Title Change

Course Number	Former Title	New Title
HD-144	Assertive Communication	Assertiveness
J-222	Advanced Broadcast Journalism	Pod, Broad and Social - Advanced Journalism Across Platforms

2. Course Hours Change

Course Number	Title	Change
CDT-103	Computer-Aided Drafting I	66 LE/LA; 3 Credits

3. Course Number Change

Course Number	Title	New Course Number

4. Outlines Reviewed for Approval

Course Number	Title	Implementation
ART-119	Time-Based Art	2019/SP
BA-111	General Accounting I	2019/SP
BA-217	Budgeting for Managers	2019/SP
BI-211	General Biology for Science Majors (Cellular	2019/SP
CDT-103	Computer-Aided Drafting I	2019/SU
FR-101	First-Year French I	2019/SP
FR-102	First-Year French II	2019/SP
FR-103	First-Year French III	2019/SP
FR-201	Second-Year French I	2019/SP
FR-202	Second-Year French II	2019/SP
FR-203	Second-Year French III	2019/SP
GER-102	First-Year German II	2019/SP
HD-144	Assertiveness	2019/SP
HD-280	Human Development/CWE	2019/SP
HE-163	Body & Drugs I: Introduction to Abuse &	2019/SP
HE-164	Body & Drugs II: Alcohol	2019/SP
J-222	Pod, Broad and Social - Advanced Journalism	2019/SP
J-226	Introduction to College Newspaper: Design &	2019/SP
J-227	Intermediate College Newspaper: Design &	2019/SP
MTH-082E	Math for High Purity Water	2019/SP
MTH-211	Fundamentals of Elementary Math I	2019/SP
MTH-212	Fundamentals of Elementary Math II	2019/SP
MTH-213	Fundamentals of Elementary Math III	2019/SP
MUS-247	Sound for Media	2019/SP
PE-280	Physical Education/CWE	2019/SP

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

Section #1 General Course Information

Department: Art/ DMC

Submitter

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

Course Prefix and Number: ART - 119

 # 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: Time-Based Art

Course Description:

This course introduces students to working with time as a medium, concept, and process. Introduces the strategies, practices, and history of the time-based art including storytelling, performance, body art, animation, video, and sound. Students develop abilities in producing, documenting, and presenting these works.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

Yes

Check which General Education requirement:

✓ Arts and Letters

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: 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. identify the concepts and language of time-based art;
2. utilize the various processes associated with time-based art;
3. use a variety of methods to create time-based art;
4. identify the significance of time-based art in the history and development of contemporary art practices;
5. develop, document, and present art works that explore personal expression, iconography, and purpose;
6. practice self-evaluation and group critique.

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

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

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

SS: Social Science Outcomes

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

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

SC: Science or Computer Science Outcomes

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

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

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

Outcomes Assessment Strategies:

✓ **Projects**

:

Major Topic Outline:

1. Beyond the Art Object? – Introduction to Time Based Arts.
2. Conception, Notation, and Translation – Compositional strategies.
3. Sequential, Non-Sequential, Simultaneous.
4. Synesthesia, virtual reality, and the design of experiences.
5. Collaboration, Participation, and Interaction.
6. Sound Art-Sculpting sound, recording and editing.
7. Animation and Experimental Video-The past and future of the moving image.
8. Performance and Installation-the limits of the art object.
9. Fundamental Concepts and Structures of Storytelling.
10. Documentation and Presentation-Site specificity.

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

1. Increased energy efficiency	**No**	
2. 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)**
✓ **SOU (Southern Oregon University)**
✓ **UO (University of Oregon)**
✓ **WOU (Western Oregon University)**

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

This course aligns with lower level (100-200 level) art requirements at 4-year institutions.

PSU offers ART-103 Core:Time. U of O embeds "Time" in their version of ART-115.

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.**

website. conversation with PSU advisors.

First term to be offered:

Specify term: Winter 2019

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

Section #1 General Course Information

Department: Computer & Business Department: Business

Submitter

First Name: Joan
Last Name: San-Claire
Phone: 3013
Email: joan.san-claire@clackamas.edu

Course Prefix and Number: BA - 111

 # 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: General Accounting I

Course Description:

This course introduces you to the terminology and processes of full-cycle, cash-basis bookkeeping for small service and merchandising businesses that have inventory. Specifically, you will learn how to analyze and record financial transactions, reconcile accounts and trial balances, and prepare basic financial statements. Additional topics include cash management and bank reconciliations, and accounting for sales and purchase discounts. Emphasis is on procedure and practice.

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): Accounting Assistant AAS & Accounting Clerk Certificate

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: Placement in MTH-020, and BA-101 and BA-104 with a C or better

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. explain and apply bookkeeping concepts of debits and credits;
2. analyze financial events and demonstrate cash-basis procedure to complete the bookkeeping cycle for small service businesses and merchandisers, to include journalizing, posting, preparing worksheets, and creating basic financial statements;
3. reconcile the Cash account.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Accounting concepts and procedures.
2. Analyzing and recording business transactions.
3. The Accounting Cycle.
4. Control of cash.
5. Sales and cash receipts.
6. Purchases and cash payments.
7. Bookkeeping for merchandise companies.

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

1. Increased energy efficiency	**No**
2. 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**
✓ **other (provide details)**: business elective

First term to be offered:

Next available term after approval
:

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

Section #1 General Course Information

Department: Business & Computer Science: Business

Submitter

First Name: Joan
Last Name: San-Claire
Phone: 3013
Email: joan.san-claire@clackamas.edu

Course Prefix and Number: BA - 217

 # 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: Budgeting for Managers

Course Description:

Budgeting is a crucial managerial decision-making and planning tool that also incorporates performance evaluation through variance analysis. This course examines developing and managing department and project budgets in depth, as well as how they fit into the overall organizational framework. Specifically, this course includes coverage of static, flexible, and rolling budgets, capital budgeting, variance analysis, break-even and contribution margin analysis, profit planning, manufacturing costs and sales forecasts, and cost behavior.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): Business AAS & Certificate

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: BA-211 or BA-213, or experience in accounting or budgeting, and BA-131 or CS-135S

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

✓ 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 importance of budgeting and the development process, including budget components, constraints, and ethical considerations;
2. demonstrate application of basic math skills;
3. apply budgeting techniques, such as standard costs, variance analysis, and flexible budgeting as a planning and performance evaluation tool;
4. compute compound interest, present and future value, the break-even point, and contribution margin;
5. evaluate long-term projects and capital expenditure decisions with analytic tools and capital budgeting techniques.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Importance of budgets.
2. Budget processes and human behavior.
3. Components of the budget.
4. Budget period and adjustments.
5. Responsibility accounting and management by exception.
6. Flexible budgets.
7. Standard costs.
8. Variance analysis.
9. Evaluation of long-term projects.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

✓ **EOU (Eastern Oregon University)**   ✓ **PSU (Portland State University)**
✓ **OIT (Oregon Institute of Technology)**
✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**

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

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
:

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

Section #1 General Course Information

Department: Sciences

Submitter

First Name: Tory
Last Name: Blackwell
Phone: 3646
Email: toryb

Course Prefix and Number: BI - 211

 # 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 Biology for Science Majors (Cellular Biology)

Course Description:

The first term of a three-term laboratory course sequence for science majors and pre-professional students. The course emphasizes cellular biology; including the process of science, cell structure, organization and function, cellular communication, biochemical processes, DNA cell cycle, protein synthesis, biotechnology, genetics, evolution, and an introduction to tissues, organs and organ systems.

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: MTH-111 or placement in MTH-112

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

No

Are there corequisites to this course?

Yes

Co-reqs: Prerequisite or Corequisite: CH-104 or CH-221

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

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

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 complex scientific principles and concepts important to an understanding of major topics in cellular biology and their role in shaping current scientific knowledge; (WR1) (SP1) (SP2)
2. critically examine, evaluate and apply existing and alternative explanations to the key concepts of cellular biology, genetics, epigenetics and evolution in solutions to everyday problems and the consequences for society; (SC1) (SC3) (CL1) (AL 2)
3. demonstrate an ability to identify scientific resources, gather scientific information, critically evaluate information resources, apply them to research, and generate further questions; (SC2)
4. use laboratory equipment, including but not limited to PCR thermal cycler, electrophoresis apparatus, and electronic resources in the pursuit of scientific inquiry; (SC2)
5. critically analyze and apply scientific data, mathematics and technology to accurately analyze, interpret, validate and communicate solutions to solve scientific problems and test hypotheses; (SC1) (SC2) (MA 1) (MA2)
6. assess the strengths & weaknesses of evidence in support of specific case studies in cellular biology, genetics, epigenetics and evolution.(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.

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

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

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

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

P   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**

✓ **Presentations**
✓ **Thesis/Research Project**
✓ **Portfolios**

✓ **Rubrics**

:

Major Topic Outline:

1. Scientific methodology & measurements, water and pH.
a. Examination of the processes of science including hypotheses, experimental design, repeatability and scientific theory.
b. Application of the microscope, preparation of materials for investigation, the metric system, graphing, data analysis & measurement in science.
c. Structure and properties of water, including hydrogen bonding and polarity.
d. Explore the significance of water and its properties for living organisms & the environment.
e. Practical application of pH, buffers and their effects on living organisms.
2. Biological molecules, enzyme activity and energy.
a. Integrate the concepts of the importance of the monomers and polymers of carbohydrates, proteins, lipids and nucleic acids to living systems including the assembly and disassembly of polymers.
b. Examine the process of metabolism including the catalytic nature of proteins (enzymes), enzyme shape, specificity related to its active site and the factors that affect enzyme activity.
c. Explore ATP and its function and formation by cellular respiration.
3. Cell Structure and function, cell membrane structure and function and cellular communication.

a. Apply the cell theory and the characteristics of life to cell types, structure and functions of cells, viruses and prions.
b. Examine the theory of Endosymbiosis and critically evaluate the evidence.
c. Explore the structure and function of the cell membrane including the transport of various substances across the membrane.
d. Evaluate how cells send and receive signals for cellular communication including both intracellular and intercellular communication.
4. DNA synthesis, mutation, repair, cell cycle and cancer.
a. Apply the concepts of the process of DNA synthesis, proofreading, mutations and how they might be repaired.
b. Examine the cell cycle and the life of a cell including the factors leading to cell division.
c. Critical examination of cancer and the involvement of the cell cycle.
d. A comparison of binary fission and mitosis.
5. Transcription, translation and the control of gene expression and metabolic pathways.
a. Explore the biological concept of a gene including the historical background that led to the concept.
b. Integrate the concepts of the process of transcription and translation and a comparison of eukaryotic and prokaryotic factors involved in these processes.
c. Examine the function of metabolic pathways and factors affecting their expression.
d. Apply biological concepts to controlling gene expression and evaluate prokaryotic and eukaryotic control of gene expression.
6. Genetics of viruses and prokaryotes.
a. Examine the viral genome, its replication via host cells and how viruses obtain variations or new genetic information.
b. Evaluate the evidence for processes occurring in prokaryotes that result in the addition of new genetic information, including conjugation, transformation, transduction and the horizontal (lateral) transfer of genetic information.
7. Meiosis and inheritance of genetic traits within living organisms, genomes and proteonomics.
a. Integrate the concepts of meiosis and the factors involve in the formation of gametes.
b. Exploration of the role of meiosis in genetic diversity within populations
c. Relationships of the formation of zygotes to their genotype and phenotype.
d. Examine genetic inheritance mechanisms for simple and complex traits.
e. Evaluation of epigenetic evidence and its relationship to genetic inheritance patterns.
f. Analyze gene sequencing and the interpretation of genomes and proteonomes of both prokaryotes and eukaryotes and the uses of genomic and proteonomic information.
8. DNA technology and genetic engineering.
a. Practical applications of DNA technology to solve problems and make evidence based decisions, including cloning, recombinant DNA and genetic modification of organisms.
b. Practical applications of DNA technology and genetic engineering in pharmaceuticals and gene therapy for the cure of diseases and agricultural applications.
c. Explore the benefits,risks and regulations involved with transgenic or genetically modified organisms (GMOs).
9. Darwinism, evidence of evolution by natural selection and population genetics.
a. Integrate Darwin's evidence and modern evidence for evolution by natural selection.
b. Apply the concepts of natural and artificial selection using heritable variation and differential success in antibiotic resistant strains of bacteria and diseases in populations.
c. Evaluate the processes that occur in the evolution of populations including the Hardy-Weinberg principles.
10. The interrelationship between cells, tissues, organs and organ systems and their functions.
11. Practical application for designing experiments and writing laboratory reports.

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

1. Increased energy efficiency	**No**
2. 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)

How does it transfer? (Check all that apply)

✓ required or support for major

✓ 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
:

☑ Show changes since last approval in red | Print | Edit | Delete | Back |

| Reject | Publish |

Section #1 General Course Information

Department: Manufacturing Technology

Submitter

First Name: Mike
Last Name: Mattson
Phone: 3322
Email: mattsonm@clackamas.edu

Course Prefix and Number: CDT - 103

 # Credits: 3

Contact hours

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

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

Course Title: Computer-Aided Drafting I

Course Description:

Introduction to drafting applications using AutoCAD. Instruction includes problem solving, drawing layout, orthographic multi-view projection, line types, geometric construction and current drafting techniques. Use industry standards for CAD drawing, editing, file management, dimensions and notes.

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?

Yes

Recommendations: CDT-102

Requirements:

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Winter

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. create AutoCAD drawings using current ASME standard drafting practices,
2. identify and draw all views in a multi-view mechanical drawing,
3. manipulate complex polyline and spline objects,
4. dimension a drawing properly by using current ASME standard dimensioning practices.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Introduction to the campus, the drafting department, the cad lab, a work station, AutoCAD, class schedule, lab hygiene, availability of tutors and student services. Logging on to the lab recording program.
2. Exploring AutoCAD drafting software, starting and setting up CAD drawings, saving drawing files and opening existing drawings. Sketching, 3rd angle orthographic projection, multi-view drawing and standard drafting practices.
3. Establishing drafting settings for efficiency and accuracy. Drawing lines, specifying locations, distances and angles; selecting and erasing drawing objects; restoring erased objects and using "undo."
4. Drawing geometric shapes.
5. Using layers, controlling object properties and producing check prints.
6. Drawing display options. Using Object Snap Tracking in common drafting applications.
7. Drawing using construction lines. Working with orthographic projection.
8. Working with Text, defining and managing text styles consistent with ASME standards. Working with multiline text.
9. Working with single line text. Inserting text fields. Editing and updating ext. Different text tools. Working with tables.
10. Editing objects in AutoCAD. Copying existing objects to single or multiple locations within a drawing, arranging copies into patterns using the Array command.
11. Using grips to modify objects. Managing object properties.
12. Obtaining information from a drawing using the AutoCAD inquiry commands.
13. Drawing and editing polylines.
14. Multilines and splines.
15. Introduction to ASME and other standard drafting practices. Understanding associative dimensions and dimension scaling. Formatting dimension styles in accordance with ASME dimensioning standards. Creating linear dimensions.
16. Dimensioning circles, arcs and curves. Using leader lines.
17. Arrowless and tabular dimensioning.
18. Editing dimensions.

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

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

Section #1 General Course Information

Department: World Languages

Submitter

First Name: Ernesto
Last Name: Hernandez
Phone: 3710
Email: ernesto.hernandez

Course Prefix and Number: FR - 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 French I

Course Description:

First term of a three-term foundational, multimedia course in beginning French designed to give students basic communicative proficiency in the target language. Students will practice all four skills: listening, speaking, reading, and writing. Special attention will be paid to pronunciation, essential grammar structures, and attendant cultural elements. Student learning is assessed through a variety of guided exercises and assignments, interactive activities, homework, tests and quizzes, and other class projects and participation.

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?

✓ **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. recognize and use basic introductions, including formal and informal language, about self and others in oral and written expression;
2. recognize and use correctly essential grammatical constructions such as articles, simple negation, adjectives and interrogatives with vocabulary from course materials in oral and written expression;
3. provide simple descriptions, indicate likes and dislikes, and answer basic questions about people, places, things, and common activities as presented in course materials using correct grammar and vocabulary in oral and written expression;
4. recognize meaning and correctly use the simple present tense of common regular –ER verbs [parler, porter, habiter, etc.] and essential irregular verbs être and avoir with correct subject pronouns in oral and written expression;
5. recognize and use cardinal numbers 0-100 in oral and written expression;
6. give simple descriptions and opinions about selected social and cultural topics in English and/or in the target language in oral and written expression;

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Basic pronunciation and intonation, including important diphthongs and pronunciation of cognates
2. Greetings, salutations, introductions, and goodbyes
3. Common vocabulary from home, school, and daily routines
4. Common academic and leisure activities and situations
5. Cardinal numbers 0-100 (e.g. age, dates, counting objects, telephone numbers)
6. Identifying and describing family, friends, strangers, and/or famous people
7. Selected cultural topics (e.g. family/professional relationships, American/French universities)

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

✓ **OSU (Oregon State University)**

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

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

FR 101 (PSU,SOU,UO,)
FR 111 (OSU)
FR 101D (WOU)

How does it transfer? (Check all that apply)

✓ **general elective**
✓ **other (provide details)**: Required for graduation in lieu of two year's high school foreign language

First term to be offered:

Next available term after approval
:

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

Section #1 General Course Information

Department: World Languages

Submitter

First Name: Ernesto
Last Name: Hernandez
Phone: 3710
Email: ernesto.hernandez

Course Prefix and Number: FR - 102

 # Credits: 4

Contact hours

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

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

Course Title: First-Year French II

Course Description:

Second term of a three-term foundational, multimedia course in beginning French designed to give students basic communicative proficiency in the target language. Students will practice all four skills: listening, speaking, reading, and writing. Special attention will be paid to pronunciation, essential grammar structures, and attendant cultural elements. Student learning is assessed through a variety of guided exercises and assignments, interactive activities, homework, tests and quizzes, and other class projects and participation.

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: FR-101

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

No

Are there corequisites to this course?

No

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

☑

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ 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. recognize meaning and correctly use common regular –IR and –RE verbs [finir, prendre etc.] and essential irregular verbs [e.g. aller, faire, pouvoir] with correct subject pronouns in oral and written expression, in addition to continued work with regular –ER verbs;
2. describe, discuss, and answer questions about expanded academic, leisure, routine activities, and countries and places of origin as presented in course materials using correct grammar and vocabulary in oral and written expression;
3. recognize and use cardinal numbers 0-1000 and use of simple time expressions [à une/deux/trois heure(s), etc.];
4. recognize and use demonstratives, possessives [mon, ma, mes, etc.], direct object pronouns [me, te, le, la, les, etc.], and prepositions of place with correct grammar and vocabulary from course materials in oral and written expression;
5. recognize and make comparisons between people, places, objects, and situations using correct grammar and vocabulary [e.g. plus…que, moins…que, and adjectives] in oral and written expression;
6. recognize and use the immediate past [venir de] and start using the simple past [passé composé] of the most common –ER –IR, and –RE verbs in oral and written expression;
7. give simple descriptions and opinions about selected social and cultural topics in the target language in oral and written expression;

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Academic, leisure, and routine activities
2. Description and comparison of family, friends, strangers, and/or famous people
3. Days, seasons, months of the year
4. Weather
5. Time and school schedules
6. Holidays, birthdays, and special celebrations
7. Countries, regions, and places of origin
8. Describing and providing information for location of people, places, and things
9. Simple description and/or narration of past events

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

✓ **OSU (Oregon State University)**

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

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

FR 102 (PSU,SOU,UO,)
FR 112 (OSU)
FR 102D (WOU)

How does it transfer? (Check all that apply)

✓ **general elective**
✓ **other (provide details)**: Required for graduation in lieu of two year's high school foreign language

First term to be offered:

Next available term after approval
:

☑ Show changes since last approval in red | Print | Edit | Delete | Back |

| Reject | Publish |

Section #1 General Course Information

Department: World Languages

Submitter

First Name: Ernesto
Last Name: Hernandez
Phone: 3710
Email: ernesto.hernandez

Course Prefix and Number: FR - 103

 # Credits: 4

Contact hours

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

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

Course Title: First-Year French III

Course Description:

Third term of a three-term foundational, multimedia course in beginning French designed to give students basic communicative proficiency in the target language. Students will practice all four skills: listening, speaking, reading, and writing. Special attention will be paid to pronunciation, essential grammar structures, and attendant cultural elements. Student learning is assessed through a variety of guided exercises and assignments, interactive activities, homework, tests and quizzes, and other class projects and participation.

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: FR-102

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Spring

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate increased accuracy, fluency, and breadth of regular –ER, –IR, –RE verbs in oral and written expression, in conjunction with increased facility in the use of pronouns;
2. demonstrate increased ease with irregular verbs [être, avoir, aller, faire, pouvoir, vouloir, connaître, savoir, dire, voir, devoir, naître] in oral and written expression;
3. recognize and use cardinal numbers from 1000 and beyond;
4. expand recognition and use of time [moins le quart/15, et demi/30, etc.] for personal schedules, appointments, and transportation timetables;
5. recognize, describe, discuss and answer questions about past events with the passé composé, including verbs conjugated with être and corresponding grammatical agreements, in oral and written expression;
6. recognize and use expressions of quantity and the partitive [un peu de, trop de, assez de, du, de la, etc.] and discuss varieties and preferences of food and drink in oral and written expression;
7. recognize, demonstrate, and use knowledge of food and cuisine vocabulary and grammar for properly interacting in French-speaking restaurants, cafés, or other shops;
8. demonstrate knowledge and appropriate use of the imperative, especially in dining or shopping contexts;
9. identify, describe, discuss, and answer questions about occupations, jobs, and professional life of self and others in oral and written expression;
10. describe, discuss, answer questions about, and make comparisons of French/Francophone and (North)American systems [i.e. education, cuisine, transportation, professions, etc.];
11. demonstrate basic knowledge and use of passé composé vs. imparfait;
12. demonstrate basic knowledge and use of simple future to talk about personal plans;
13. give descriptions and opinions about selected social and cultural topics in the target language in oral and written expression;
14. demonstrate increased oral and written proficiency of all student learning outcomes from FR 101 and FR 102

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Time.
2. Personal schedules and transportation schedules.
3. Ordering in a restaurant or café.
4. Shopping.
5. Jobs and professional life.
6. Description and narration of past life and events.
7. Future plans.
8. Cross-cultural comparisons and discussions of food, education, transportation, occupations.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

✓ OSU (Oregon State University)

✓ PSU (Portland State University)
✓ SOU (Southern Oregon University)
✓ UO (University of Oregon)
✓ WOU (Western Oregon University)

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

FR 103 (PSU,SOU,UO,)
FR 113 (OSU)
FR 103D (WOU)

How does it transfer? (Check all that apply)

✓ general elective
✓ other (provide details): Required for graduation in lieu of two year's high school foreign language

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

Section #1 General Course Information

Department: World Languages

Submitter

First Name: Ernesto
Last Name: Hernandez
Phone: 3710
Email: ernesto.hernandez

Course Prefix and Number: FR - 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 French I

Course Description:

The second year of academic French expands on first-year French in the review of essential grammar structures, the use of more advanced grammar, and cross-cultural discussion and analysis. Emphasis is on communication skills, stressing both oral proficiency and written expression.

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: FR-103

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong 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 increased ease and proficiency in the correct use of the simple past [passé composé], future, and present tenses depending on context;
2. correctly interpret information and creatively use the passé composé and imperfect tenses to describe memorable events in the past such as weekends, vacations, and life events in oral and written expression; (AL1)
3. extend use of the imperfect tense to discuss and write about what one used to do, how things used to be in the past;
4. correctly interpret information and creatively use the imperfect and conditional to discuss or write about what one "would do" if circumstances were different; (AL1)
5. use imperatives with more facility, including essential irregular verbs être, avoir; introduction to and initial use of causality with rendre and faire: "That makes her sad, it makes her sick". (rendre)/ "I'm getting my car repaired, I'm having my hair done" (faire);
6. correctly and creatively combine learned material in oral and written expression to role-play, discuss, debate, and/or analyze certain situations in areas like social interactions, cuisine, traveling and vacationing, or simple business transactions in French-speaking contexts; (AL1)(AL2)(CL1)
7. identify, compare, and/or analyze in French and English and in oral and written expression how culturally-based factors account for differences between France/Europe and the US/North America in certain situations in areas like social interactions, cuisine, traveling and vacationing, or simple business transactions in French-speaking contexts; (AL1)(AL2)(CL1)
8. select an appropriate topic of interest from French or Francophone culture and effectively research, evaluate and integrate information and sources to complete an oral presentation in French and a written report in French and English according to instructor guidelines; (AL1)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

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

P   3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

    1. Engage in ethical communication processes that accomplish goals.

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

    3. Build and manage relationships.

MA: Mathematics Outcomes:

    1. Use appropriate mathematics to solve problems.

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

AL: Arts and Letters Outcomes

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

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

SS: Social Science Outcomes

    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**
✓ **Oral Examination**   ✓ **Writing Assignments**
✓ **Presentations**
✓ **Thesis/Research Project**   ✓ **Multiple Choice Test**

✓ **Rubrics**
✓ **Journal Writing**
✓ **Performances/Simulation**
:

Major Topic Outline:

1. Talking about memorable moments in the past. Weekends, summer vacations, life events etc.
2. Talking about what one used to do/what used to happen in the past.
3. Hypotheticals, what one would do if circumstances were different.
4. Culturally contextualized situations such as social interactions, cuisine, traveling and vacationing, simple business transactions.
5. Making plans for the future.

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

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

✓ **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)

FR 201 (PSU,SOU,UO,WOU)
FR 211 (OSU)

How does it transfer? (Check all that apply)

✓ **general education or distribution requirement**

:

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

✓ **Other. Please explain.**

https://www.transferology.com/

Course Transferability web site

First term to be offered:

Next available term after approval
:

☑ Show changes since last approval in red   Print   Edit   Delete   Back

Reject   Publish

Section #1 General Course Information

Department: World Languages

Submitter

First Name: Ernesto
Last Name: Hernandez
Phone: 3710
Email: ernesto.hernandez

Course Prefix and Number: FR - 202

 # Credits: 4

Contact hours

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

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

Course Title: Second-Year French II

Course Description:

The second year of academic French expands on first-year French in the review of essential grammar structures, the use of more advanced grammar, and cross-cultural discussion and analysis. Emphasis is on communication skills, stressing both oral proficiency and written expression.

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: FR-201

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Winter

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. use all tenses from first-year French and FR 201 with increased accuracy and facility, and expand use of tenses to include past conditional and pluperfect to discuss correctly and creatively personal and historical past events (both real and hypothetical) in oral and written expression; (AL1)
2. use the imperative form with increased accuracy and facility in oral and written expression, including irregular verbs [être, avoir, savoir, faire, etc.] and double pronouns ("donne-le-moi");
3. expand use of object pronoun complements [en, y] in oral and written expression, in addition to direct and indirect object pronouns [me, te, le, la, lui, leur, etc.];
4. use all negative structures from first-year French with increased accuracy and facility in oral and written expression, and expand use of negatives to include more advanced structures [personne, rien, ne guère, ni...ni, aucun, nul]
5. use the verbs rendre and faire to indicate causality in oral and written expression, i. e. (having, getting something done), faire and, when something /someone causes an emotion or state of being, rendre ("that makes me sick/ sad/ angry" etc);
6. expand on knowledge of adjectives for recognition and correct use of comparatives and superlatives in oral and written expression;
7. start using the subjunctive of regular and some irregular verbs to express doubt, politeness, and necessity in oral and written expression;
8. in addition to material from FR 201, correctly and creatively combine learned material in oral and written expression to role-play, discuss, debate, and/or analyze certain situations in areas like leisure activities, entertainment, and artistic traditions in French-speaking contexts; (AL1)(AL2)(CL1)
9. identify, compare, and/or analyze in French and English and in oral and written expression how culturally-based factors account for differences between France/Europe and the US/North America in certain situations in areas like leisure activities, entertainment, and artistic traditions in French-speaking contexts (in addition to areas covered in FR 201); (AL1)(AL2)(CL1)
10. select an appropriate topic of interest from French or Francophone culture and effectively research, evaluate and integrate information and sources to complete an oral presentation in French and a written report in French and English according to instructor guidelines; (AL1)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

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

P 3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

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

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

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

AL: Arts and Letters Outcomes

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

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

SS: Social Science Outcomes

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**
✓ **Oral Examination**　　✓ **Writing Assignments**
✓ **Presentations**
✓ **Thesis/Research Project**　　✓ **Multiple Choice Test**

✓ **Rubrics**
✓ **Journal Writing**
✓ **Performances/Simulation**
:

Major Topic Outline:

1. Expansion of past personal and historical events, real and hypothetical
2. Getting someone to do something—getting one's car repaired, hair cut, house painted etc.
4. Family and personal relationships, review and extension.
5. Types of entertainment, leisure activities, and artistic pursuits.
7. Making comparisons, better, the best.
8. Describing satisfaction, appropriateness, doubt, and necessity.

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

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

   4. Clean up natural environment   **No**

   5. Supports green services   **No**

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

✓ **OSU (Oregon State University)**

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

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

FR 202 (PSU,SOU,UO,WOU)
FR 212 (OSU)

How does it transfer? (Check all that apply)

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

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

✓ **Other. Please explain.**

Transferability web site
https://www.transferology.com/

First term to be offered:

Next available term after approval
:

Section #1 General Course Information

Department: World Languages

Submitter

First Name: Ernesto
Last Name: Hernandez
Phone: 3710
Email: ernesto.hernandez

Course Prefix and Number: FR - 203

 # Credits: 4

Contact hours

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

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

Course Title: Second-Year French III

Course Description:

The second year of academic French expands on first-year French in the review of essential grammar structures, the use of more advanced grammar, and cross-cultural discussion and analysis. Emphasis is on communication skills, stressing both oral proficiency and written expression.

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: FR-202

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong 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:

<span style="color:red">1. demonstrate increased oral and written proficiency of all student learning outcomes from FR 201 and FR 202, especially grammar structures;
2. give advice, recommendations, and suggestions using both the conditional and the subjunctive in oral and written expression;
3. express finer points of meaning and subtlety in emotion, politeness, doubt, and necessity using the subjunctive with facility in oral and written expression;
4. give opinions and express both subtleties and abstract generalities in oral and written expression with advanced structures like superlative and subjunctive forms in oral and written expression [e.g. whatever, wherever, whichever, however];
5. critically analyze French values and ethics to be considered when giving opinions, suggestions, or advice, when expressing subtleties or generalities, and when making comparisons in oral and written expression; (AL2)
6. correctly interpret and creatively use information from selected classic and contemporary cultural material such as poems, literature, theater, film, magazine and newspaper articles, and TV programs in oral and written expression;(AL2)
7. in addition to material from FR 201 and 202, correctly and creatively combine learned material in oral and written expression to role-play, discuss, debate, and/or analyze certain situations in areas like politics, education, healthcare systems, money and finance, geography and regional diversity, and the historical development of Francophone regions; (AL1)(AL2)(CL1)
8. identify, compare, and/or analyze in French and English and in oral and written expression how culturally-based factors account for differences between France/Europe and the US/North America in areas like politics, education, healthcare systems, money and finance, geography and regional diversity, and the historical development of Francophone regions (in addition to areas covered in FR 201); (AL1)(AL2)(CL1)
9. select an appropriate topic of interest from French or Francophone culture and effectively research, evaluate and integrate information and sources to complete an oral presentation in French and a written report in French and English according to instructor guidelines. (AL1)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

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

P   3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

   1. Engage in ethical communication processes that accomplish goals.

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

   3. Build and manage relationships.

MA: Mathematics Outcomes:

   1. Use appropriate mathematics to solve problems.

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

AL: Arts and Letters Outcomes

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

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

SS: Social Science Outcomes

   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**
✓ **Oral Examination**   ✓ **Writing Assignments**
✓ **Presentations**
✓ **Thesis/Research Project**   ✓ **Multiple Choice Test**

✓ **Rubrics**
✓ **Journal Writing**
✓ **Performances/Simulation**
:

Major Topic Outline:

1. Cultural topics: politics, education, medicine and healthcare, money.
2. Geography and history of Francophone regions.
3. Cultural readings and audiovisual materials, poems, literature excerpts, news, tv programs.
4. Expressing doubt, emotion, necessity.
5. Giving opinions, advice, suggestions, expressing subtleties and generalities.
6. Cross-cultural comparison and analysis.

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

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

FR 203 (PSU,SOU,UO,WOU)
FR 213 (OSU)

How does it transfer? (Check all that apply)

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

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

✓ **Other. Please explain.**

Course Transferability web site
https://www.transferology.com/

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

Section #1 General Course Information

Department: Foreign Language

Submitter

First Name: Irma
Last Name: Bjerre
Phone: 5035943245
Email: irmab@clackamas.edu

Course Prefix and Number: GER - 102

 # Credits: 4

Contact hours

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

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

Course Title: First-Year German II

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. Second 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?

Yes

Pre-reqs: GER-101 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?

✓ Winter

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. identify and describe the major food groups plus individual foods within the groups;
2. demonstrate how s/he would order food in a restaurant, request and pay the check, and tip the waiter;
3. ask and answer questions about preferences in food and drink using "mochten" and gern" plus nouns in the accusative case;
4. use imperative verb forms and nouns in the accusative case to encourage people, formally and informally, to order, take, eat, drink, and pay for various foods;
5. use at least 10 different verbs and correct word order to discuss her/his own and ask others about their leisure and routine activities, including their time, frequency, and duration;
6. use model verbs as well as "nicht" and "kein" to correctly interpret various signs reglating activities in certain public areas;
7. use at least 3 verbs with separable prefixes to make, accept, decline and equivocate about an invitations;
8. describe, in English, some differences between American and German culture in relation to the conduct of the above activities.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Names, types and description of foods and drinks.
2. Ordering, paying and tipping in a restaurant.
3. Asking about another's preferences in food and drink.
4. Imperative forms of verbs.
5. Stating preferences.
6. Leisure activities.
7. Public sinage.
8. Offering and responding to invitations.
9. Clock time.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

✓ **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 - First Year German II; OSU - GER 112 First-Year-German; WOU - GL 110 Introduction to German Literature in Translation; OIT - FOR1 Foreign Language First Year; UofO - GER 102 First Year German; SOU LDT - Lower Division Transfer; EOU - GERM 102 1st Year German.

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: Counseling

Submitter

First Name: Stephanie
Last Name: Schaefer
Phone: 6135
Email: sschaefer

Course Prefix and Number: HD - 144

 # 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: Assertiveness

Course Description:

Students can use this course to develop assertiveness in their communication and interpersonal relationships. The course focuses on identifying and meeting personal needs, setting boundaries, and asserting oneself in career, social, and personal settings.

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. distinguish between assertive and non-assertive behavior and language;
2. identify communication patterns in their own personal and others' communication styles which could be problematic in their lives,
3. develop a plan of practice and action to improve their relational skills based on the concepts of assertive communication.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Identifying and defining ineffective ways of communicating.
2. Identifying effective assertiveness skills.
3. Assessing your communication style.
4. Identifying challenging circumstances for assertiveness.
5. Specific techniques of assertiveness.
6. Saying no and saying yes.
7. DESC Scripting and "I" statements.
8. Giving and receiving compliments.
9. Practicing new skills: role-plays.
10. Assertiveness 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

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
:

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

Section #1 General Course Information

Department: Counseling/Student Life & Leadership

Submitter

First Name: Stephanie
Last Name: Schaefer
Phone: 6135
Email: sschaefer

Course Prefix and Number: HD - 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: Human Development/CWE

Course Description:

Cooperative work experience. Provides students with career-related experience in the field of Human Development or Leadership. Variable Credit: 2-6 credits. Required: Student Petition.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

Yes

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

Is general education certification being sought at this time?

No

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

No

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

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?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong 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. 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 cooperative work education course credit by working in jobs that are directly related to their program major at Clackamas Community College.
2. Students in cooperation with their instructor and supervisor will set and accomplish 5 different meaningful, measurable, learning outcomes that will significantly improve their performance on the job.
3. Students, employer, and CWE instructor will meet three times during the term.
4. Students will attend CWE seminar lecture.

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

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

Section #1 General Course Information

Department: PE/Health/Athletics

Submitter

First Name: Tim
Last Name: Pantages
Phone: 3792
Email: timp

Course Prefix and Number: HE - 163

 # 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: Body & Drugs I: Introduction to Abuse & Addiction

Course Description:

The first of a four-course sequence, this course examines the history of the use of addictive drugs, the definition of addiction, psychosocial and neurobiological causes of drug and behavioral addiction, addictive drug classifications, and the history of/introduction to addiction treatment.

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

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

Yes

Name of degree(s) and/or certificate(s): Human Services, Criminal Justice, Health Fitness Technology

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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: 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 five historical themes of drug use across all cultures;
2. describe the continuum of drug use;
3. discuss the five main routes of administration of drugs;
4. identify and explain the process of neurophysiological addiction;
5. summarize the history of addiction treatment.

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

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

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

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

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

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

AL: Arts and Letters Outcomes

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

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

SS: Social Science Outcomes

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

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

SC: Science or Computer Science Outcomes

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

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

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

Outcomes Assessment Strategies:

✓ General Examination

:

Major Topic Outline:

1. Brief history of alcohol and drug use.
2. Definition and categories of psychoactive drugs.
3. Classification of psychoactive drugs.
4. Overview of physiology/neurobiology of addiction.
5. History of addiction treatment.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

✓ **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 elective**
:

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

First term to be offered:

Next available term after approval
:

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

Section #1 General Course Information

Department: PE/Health/Athletics

Submitter

First Name: Tim
Last Name: Pantages
Phone: 3792
Email: timp

Course Prefix and Number: HE - 164

 # 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: Body & Drugs II: Alcohol

Course Description:

The second of a four-course offering. Covers beverage alcohol as a drug, the history of alcohol use/abuse, physiological and psychological effects of alcohol use on the user, and the impact of that use on those around the user and on society at large.

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

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

Yes

Name of degree(s) and/or certificate(s): Human Services, Criminal Justice, Fitness Technology

Are there prerequisites to this course?

Yes

Pre-reqs: HE-163

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?

Yes

Area: Physical Education/Health

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 the three basic categories of beverage alcohol;
2. summarize the history of alcohol use;
3. summarize direct and/or indirect consequences of alcohol consumption on the major physiological systems of the body.

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

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

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

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

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

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

AL: Arts and Letters Outcomes

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

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

SS: Social Science Outcomes

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

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

SC: Science or Computer Science Outcomes

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

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

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

Outcomes Assessment Strategies:

✓ General Examination

:

Major Topic Outline:

1. History of alcohol use.
2. Personal and societal costs of alcohol abuse.
3. Types of alcohol.
4. Physiological effects of alcohol consumption.

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

1. Increased energy efficiency	**No**
2. 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 elective**
:

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

First term to be offered:

Next available term after approval
:

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

Section #1 General Course Information

Department: Journalism

Submitter

First Name: Melissa
Last Name: Jones
Phone: 3261
Email: melissaj

Course Prefix and Number: J - 222

 # Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):   11
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: Pod, Broad and Social - Advanced Journalism Across Platforms

Course Description:

Students will produce and publish advanced news stories for a variety of platforms, including podcasting, TV, YouTube and other media. Lab component included.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

Yes

Check which General Education requirement:

√ Arts and Letters

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

Yes

Name of degree(s) and/or certificate(s): Digital Media Communications

Are there prerequisites to this course?

Yes

Pre-reqs: J-221 with a C or better

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

No

Are there corequisites to this course?

No

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

Yes

Recommendations: 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?

✓ **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. produce and publish multiple news stories in a variety of media platforms; (AL1)
2. edit content for digital media sites; (AL2)
3. apply legal concepts to content including libel, copyright, false light and appropriation; (AL2)
4. create a digital slide show;
5. maintain flow of news content in digital enviroement.(AL1)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

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

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

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

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

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

AL: Arts and Letters Outcomes

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

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

SS: Social Science Outcomes

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

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

SC: Science or Computer Science Outcomes

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

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

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

✓ **Projects**
✓ **Writing Assignments**
✓ **Presentations**   ✓ **Industry Standards**

:

Major Topic Outline:

1. News.
2. Online publishing.
3. Search engine optimization.
4. Video production.
5. Audio production.
6. Dissemination of online content.

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

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

:

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

Section #1 General Course Information

Department: Journalism

Submitter

First Name: Melissa
Last Name: Jones
Phone: 3261
Email: melissaj

Course Prefix and Number: J - 226

 # 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 College Newspaper: Design & Production

Course Description:

Offers students interested in page design and news production basic skills to create the student newspaper, The Clackamas Print, including writing headlines, editing photography and using Adobe InDesign. May be repeated for up to 8 credits.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 8

Is general education certification being sought at this time?

No

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

Yes

Check which General Education requirement:

✓ Arts and Letters

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

Yes

Name of degree(s) and/or certificate(s): Digital Media Communications

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: 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. work as a designer and headline writer, contributing to the production of the weekly paper;
2. design and compose pages with computer software, incorporating the elements of proven page design to create a weekly newspaper that is distributed on campus and posted online; (AL1)
3. craft headlines and photo captions using Associated Press style;
4. critically analyze news design in local, national and international media, both online and in print; (AL1)
5. correlate the laws of libel and copyright to student-produced stories.

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:

     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**
✓ **Presentations**

                                     ✓ **Portfolios**

:

Major Topic Outline:

1. Newspaper layout and design.
2. Headline writing.
3. Page design using desktop publishing.
4. Adobe InDesign.
5. Graphic design.
6. Media law.

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

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

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

EOU, JNL 464 Editing the Media;
SOU, JRN 377B Siskiyou Newspaper;
PSU, WR 330 Desktop Publishing;
UO, J464 Newspaper Design

How does it transfer? (Check all that apply)

✓ **general elective**
:

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

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

Section #1 General Course Information

Department: Journalism

Submitter

First Name: Melissa
Last Name: Jones
Phone: 3261
Email: melissaj

Course Prefix and Number: J - 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: Intermediate College Newspaper: Design & Production

Course Description:

Offers students interested in page design and news production intermediate skills to create the student newspaper, The Clackamas Print, including writing headlines, editing photography and using Adobe InDesign. May be repeated for up to 8 credits.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 8

Is general education certification being sought at this time?

No

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

Yes

Check which General Education requirement:

✓ Arts and Letters

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

Yes

Name of degree(s) and/or certificate(s): Digital Media Communications

Are there prerequisites to this course?

Yes

Pre-reqs: J-226

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?

No

Is there any other potential impact on another department?

No

Does this course belong 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. create and compose original designs with computer software, including boxes, graphics and other alternative story forms to create a weekly publication for print and online; (AL1)
2. contribute to a team that creates a quality newspaper that helps writers and readers engage more fully in local and global issues; (AL2)
3. fact check and use copy editing marks to prepare news stories using Associated Press style, the journalism and public relations industry standard;
4. choose and edit photos using appropriate software;
5. apply journalism values and ethics to local, national and international media, both online and in print; (AL1)
6. apply media law such as libel and copyright to stories, making copy editing and ethical decisions regarding content to be published.

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

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

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

SS: Social Science Outcomes

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

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

SC: Science or Computer Science Outcomes

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

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

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

Outcomes Assessment Strategies:

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

✓ **Presentations**

✓ **Portfolios**

:

Major Topic Outline:

1. Copy editing.
2. Intermediate headline writing.
3. Intermediate page design using desktop publishing.
4. Intermediate Adobe InDesign.
5. Adobe PhotoShop.
6. Libel.
7. Ethics.
8. Proofreading and fact checking.
9. Associated Press style.
10. Journalism industry trends.

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

1. Increased energy efficiency   **No**

2. Produce renewable energy   **No**

3. Prevent environmental degradation   **No**

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

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

EOU, JNL 464 Editing the Media;
SOU, JRN 377B Siskiyou Newspaper;
PSU, WR 330 Desktop Publishing;
UO, J464 Newspaper Design

How does it transfer? (Check all that apply)

✓ **general elective**
:

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

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

Section #1 General Course Information

Department: Engineering Science

Submitter

First Name: James
Last Name: Nurmi
Phone: 3813
Email: jamesn

Course Prefix and Number: MTH - 082E

 # 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: Math for High Purity Water

Course Description:

Basic math for high purity water concepts. Measurement accuracy, rounding rules & errors, significant figures, scientific notation, metric prefixes, simple statistics, average & standard deviation of a population.

Type of Course: Developmental Education

Can this course be repeated for credit in a degree?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

Yes

Co-reqs: WET-125

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

Yes

Area: Computation

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Fall

Will this course appear in the college catalog?

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 measurement accuracy;
2. explain rounding rules and errors;
3. identify significant figures;
4. use scientific notation;
5. define metric prefixes;
6. explain simple statistics including average and standard deviation of a population.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Measurement accuracy.
2. Rounding Rules and Errors.
3. Significant Figures.
4. Scientific Notation.
5. Metric Prefixes.
6. Simple Statistics.
a. Average.
b. Standard Deviation of a Population.

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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

Section #1 General Course Information

Department: Mathematics

Submitter

First Name: Melinda
Last Name: Nickas
Phone: 3600
Email: mnickas

Course Prefix and Number: MTH - 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: Fundamentals of Elementary Math I

Course Description:

This course is the first in a sequence of three courses designed to teach students to understand the basic concepts of mathematics and provide ideas for teaching these concepts to elementary school children.

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:

✓ Mathematics

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?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

Yes

Area: Computation

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Fall

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. make sense of problems and persevere in solving them;
2. construct viable arguments and critique the reasoning of others;
3. model with mathematics to represent physical situations and solve problems;
4. use appropriate tools strategically;
5. demonstrate abstract mathematical reasoning in the creation of examples and testing of solutions.

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

C   1. Engage in ethical communication processes that accomplish goals.

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

C   3. Build and manage relationships.

MA: Mathematics Outcomes:

C   1. Use appropriate mathematics to solve problems.

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

AL: Arts and Letters Outcomes

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

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

SS: Social Science Outcomes

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

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

SC: Science or Computer Science Outcomes

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

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

✓ **Rubrics**
✓ **Journal Writing**

:

Major Topic Outline:

Major topic outline:
1. Growth Mindset as it applies to math
2. Math anxiety
3. Problem solving strategies
4. Whole numbers and numeration systems
5. Ancient numeration systems
6. Grouping and number bases
7. Models for addition, subtraction, multiplication and division algorithms
8. Number properties

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

1. Increased energy efficiency	**No**
2. 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)

✓ **required or support for major**

:

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

✓ **Other. Please explain.**

Prerequisite course for teaching programs at most colleges and universities

First term to be offered:

Specify term: Fall 2019

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

Section #1 General Course Information

Department: Mathematics

Submitter

First Name: Melinda
Last Name: Nickas
Phone: 3600
Email: mnickas

Course Prefix and Number: MTH - 212

 # Credits: 4

Contact hours

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

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

Course Title: Fundamentals of Elementary Math II

Course Description:

This course is the second in a sequence of three courses designed to teach students to understand the basic concepts of mathematics and provide ideas for teaching these concepts to elementary school children.

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:

✓ Mathematics

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: MTH-211 with a C or better

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

No

Are there corequisites to this course?

No

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

Yes

Recommendations: 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?

Yes

Area: Computation

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. make sense of problems and persevere in solving them;
2. construct viable arguments and critique the reasoning of others;
3. model with mathematics to represent physical situations and solve problems;
4. use appropriate tools strategically;
5. demonstrate abstract and quantitative mathematical reasoning by creating examples, testing solutions, and using appropriate notation.

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.

     3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

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

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

P   3. Build and manage relationships.

MA: Mathematics Outcomes:

C   1. Use appropriate mathematics to solve problems.

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

AL: Arts and Letters Outcomes

P   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.

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

SC: Science or Computer Science Outcomes

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

     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**

                                   ✓ **Writing Assignments**

✓ **Presentations**

✓ **Rubrics**

✓ **Journal Writing**

:

Major Topic Outline:

Major Topic Outline
1. Number theory
2. Fractions
3. Ratios and rates
4. Proportions and percents
5. Patterns and algebraic thinking

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

1. Increased energy efficiency	**No**
2. 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)**

✓ **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)

How does it transfer? (Check all that apply)

✓ **required or support for major**

:

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

✓ **Other. Please explain.**

Same as 211 - prerequisite course for teacher education programs

First term to be offered:

Specify term: Winter 2019

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

Section #1 General Course Information

Department: Mathematics

Submitter

First Name: Melinda
Last Name: Nickas
Phone: 3600
Email: mnickas

Course Prefix and Number: MTH - 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: Fundamentals of Elementary Math III

Course Description:

This course is the third in a sequence of three courses designed to teach students to understand the basic concepts of mathematics and provide ideas for teaching these concepts to elementary school children.

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:

✓ Mathematics

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: MTH-212 with a C or better

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

No

Are there corequisites to this course?

No

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

Yes

Recommendations: 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?

Yes

Area: Computation

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. make sense of problems and persevere in solving them;
2. construct viable arguments and critique the reasoning of others;
3. model with mathematics to represent physical situations and solve problems;
4. use appropriate tools strategically;
5. demonstrate abstract and quantitative mathematical reasoning by creating examples, testing solutions, and using appropriate notation.

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

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

P   3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

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

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

P   3. Build and manage relationships.

MA: Mathematics Outcomes:

C   1. Use appropriate mathematics to solve problems.

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

AL: Arts and Letters Outcomes

P   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.

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

SC: Science or Computer Science Outcomes

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

     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**

✓ **Rubrics**
✓ **Journal Writing**

:

Major Topic Outline:

Major Topic Outline
1. Sets and their elements
2. Geometry

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

1. Increased energy efficiency	**No**
2. 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)**

✓ **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)

How does it transfer? (Check all that apply)

:

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

✓ **Other. Please explain.**

same as 211-212: prerequisite for teacher education programs

First term to be offered:

Specify term: Spring 2019

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

Section #1 General Course Information

Department: Music

Submitter

First Name: Brian
Last Name: Rose
Phone: 3340
Email: brianr

Course Prefix and Number: MUS - 247

 # 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: Sound for Media

Course Description:

Introduction to sound as related to film making, animation, and video games. Students will have the opportunity to create and assemble sound for media into a finished product. Explores the basic components of commercial film/video, animation, and game production as they relate to sound.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): DMC, 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: Experience using a DAW (Digital Audio Workstation) or video editing software.

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**

✓ **Spring**

Is this course equivalent to another?

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

Yes

Course Number: DMC-247   Title: Sound for Media

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. describe the basic techniques used in production sound recording for video, animation, and/or video games;
2. identify the basic tools used to produce media related sound;
3. create production sound, Foley art, ADR, and sound design for media;
4. identify basic components of visual media production.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Introduction of basic tools.
2. Introduction of basic techniques.
3. Introduction of film/video production components.
4. Introduction of Foley, ADR, and Sound Design techniques.
5. Introduction of Sound Design tools and techniques.
a. Conception.
b. Development.
c. Execution.
d. Final product.

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval

:

First term to be offered:

Next available term after approval

:

Section #1 General Course Information

Department: Health/PE

Submitter

First Name: Tracy
Last Name: Nelson
Phone: 3274
Email: tracyn

Course Prefix and Number: PE - 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: Physical Education/CWE

Course Description:

Cooperative work experience. Provides students with on-the-job experience and training related to the Physical Education field. Covers job problems and procedures, evaluation of students' job performance by qualified college staff and site supervision. Variable Credit: 2-6 credits. May be repeated for up to 12 credits. Required: Student Petition.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 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): Fitness Technology 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: 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?

Yes

Area: Physical Education/Health

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

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

Is this course equivalent to another?

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

Yes

Course Number: HE-280   Title: CWE

Will this course appear in the college catalog?

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. Find a place to complete the CWE
2. Hands on experience in a particular career field
3. Shadow and work closely with a supervisor
4. Gain valuable insight to the preferred career field

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

1. Increased energy efficiency	**No**	
2. 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
:

New Courses

February 1, 2019 (8-9:30am, CC127)

Course Number	Title	Implementation
~~FRP-203~~	~~Introduction to Incident Information~~	~~19/SP~~
PHL-216	Ancient Philosophy	19/SP
WR-128	Introduction to APA Style & Documentation	19/SP

Clackamas Community College

Online Course/Outline Submission System

Print Edit Delete Back

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. participate in 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
:

Print Edit Delete Back
Reject Publish

Section #1 General Course Information

Department: PHL

Submitter

First Name: kjirsten
Last Name: severson
Phone: 6465
Email: kjirsten

Course Prefix and Number: PHL - 216

 # 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: Ancient Philosophy

Course Description:

Explores the roots of Western philosophy by delving into ancient Greek philosophy with a focus on the works of Plato and Aristotle. Includes an examination of the birth of Western science from its philosophical origins.

Type of Course: Lower Division Collegiate

Reason for the new course:

With its narrower focus, this course replaces the one-term broad overview of the entire history of philosophy (PHL 215).

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. analyze the primal role of philosophy as the basis of Western society and science in order to enrich their self-understanding (AL1), (AL2);
2. recognize and engage with the beginnings and early development of Western philosophical conversations in order to engage in local and global issues from a more informed perspective (AL1), (AL2), (CL);
3. interpret different basic philosophical concepts such as mind and matter; cause and effect patterns; purpose and chaos (AL1);
4. creatively analyze different ancient practices, values and beliefs regarding humanity and society (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**

✓ **Writing Assignments**

✓ **Presentations**

✓ **Rubrics**

✓ **Journal Writing**   ✓ **Checklist**

✓ **Performances/Simulation**   ✓ **Pre-Post Assessment**
:

Major Topic Outline:

1. Logical inference and scientific methods.
2. Form, substance, matter and causation.
3. Western ancient philosophical beliefs as context for contemporary Western society.
4. Knowledge and the nature of reality.
5. The self, ethical living and society.
6. The evolution of philosophical concepts.

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

1. Increased energy efficiency   **No**

2. 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-Cascade**

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

PSU - PHL 301
OSU - PHL 301

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
:

Print   Edit   Delete   Back

Section #1 General Course Information

Department: English

Submitter

First Name: Carol
Last Name: Burnell
Phone: 3256
Email: carolb@clackamas.edu

Course Prefix and Number: WR - 128

 # Credits: 1

Contact hours

Lecture (# of hours): 11
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 11

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

Course Title: Introduction to APA Style & Documentation

Course Description:

Introduces American Psychological Association (APA) style and documentation, including document format, in-text citation, and references page. Includes style and documentation for narrative and academic papers. Students will work with provided sources. Recommended for pre-nursing and nursing students, allied health students, and STEM and social science students.

Type of Course: Career Technical Supplementary

Reason for the new course:

This course was requested by the nursing department to support students in the program. It has run twice as a WR 199. The course is also appropriate support for students in STEM, social sciences, and science in which APA style is required.

Can this course be repeated for credit in a degree?

No

What is the target audience/industry for this class?

Health sciences esp. nursing

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?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: No

When do you plan to offer this course?

✓ Fall
✓ Winter

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. summarize, paraphrase, and quote from college-level texts accurately and ethically, using APA style;
2. evaluate sources critically;
3. cite sources in proper APA format through in-text citation and references page;
4. produce documents that adhere to APA style and contain few or no grammatical, mechanical, or format errors;
5. describe how the correct use of an academic style supports information literacy and helps writers avoid plagiarism.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Document formatting and parts of the document
2. In-text citation for narrative papers and for academic papers
3. References page
4. Key databases and resources for nursing, allied health, STEM

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

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