Curriculum Committee Agenda

March 15, 2019 (8-9:30am, CC127)

	Presenter	Action
1. Welcome and Introductions	**Frank Corona**	
2. Approval of Minutes	**Frank Corona**	Approval
3. Consent Agenda a. Course Number Change b. Course Credit/Hours Change c. Course Title Change d. Reviewed Outlines for Approval	**Frank Corona**	Approval
4. Informational Items a. Geographic Information Systems (GIS) Technology PLOs b. Three-Year Course Inactivation List c. Yearly College Council Update	 **Jeff Ennenga** **Frank Corona** **Frank Corona**	 Informational Informational Informational
5. Old Business a.		
6. New Business a. Course Inactivations i. CS-121 b. New Courses i. MFG-102 ii. MUP-172, -272 c. Guided Pathways Update d. Assessment Update	 **Rick Carino** Manufacturing Dept **Frank Corona** **Nora Brodnicki** **Elizabeth Carney**	 Approval/19.SU Approval/19.SP Approval/19.SP Update Update
7. Closing Comments		

Curriculum Committee Minutes

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

Present: Jinyoung Park (ASG), Yessica Ramos (ASG), Dustin Bare, Dave Bradley, Nora Brodnicki, Frank Corona (Chair), Megan Feagles (Recorder), Ida Flippo, Sharron Furno, Darlene Geiger, Sue Goff, Shalee Hodgson, Jason Kovac, Kara Leonard, Lupe Martinez, Mike Mattson, Lilly Mayer, Jeff McAlpine (Alternate Chair), Suzanne Munro, Lisa Reynolds, Sarah Steidl, MaryJean Williams (Alternate Chair)

Guests:

Absent: Rich Albers, Karen Ash, Rick Carino, Elizabeth Carney, Jeff Ennenga, Tracy Nelson, David Plotkin, Scot Pruyn, Cynthia Risan, Tara Sprehe, Dru Urbassik, Helen Wand

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1. **Welcome & Introductions**

2. **Approval of Minutes**
   a. Approval of the February 15, 2019 minutes

   Motion to approve, approved

3. **Consent Agenda**
   a. Course Number Changes
   b. Course Credits/Hours Change
   c. Course Title Change
   d. Reviewed Outlines for Approval

   Motion to approve, approved

4. **Informational Items**
   a.

5. **Old Business**
   a.

6. **New Business**
   a. **Course Inactivations**
      i. ART-196
         1. Nora Brodnicki presented
         2. has not been offered in many years; Ed Partnerships has agreed that they will no longer offer it
         3. not a “solid transfer” course

   Motion to approve, approved

   b. **Program Amendments**
      i. Music Performance & Technology AAS
         1. Megan Feagles presented on behalf of Kathleen Hollingsworth
         2. Elective course, BA-120 changed to 4 credits
         3. Elective course, CS-125R will be inactive for 19-20

   Motion to approve, approved

      ii. Welding Technology AAS
         1. Mike Mattson presented on behalf of John Phelps
         2. Distributed credit load more evenly
         3. Rearranged MFG-103, WLD-200, and general electives
         4. More changes to come; eventually trying to lower credits
            a. Suggestion to add specific prefixes to elective list. Curriculum Office will provide feedback to Jon Phelps.
            b. Emailed John Phelps the Curriculum Committee feedback on 3/1/19. MCF.

   Motion to approve, approved

      iii. Welding Technology CC
         1. Mike Mattson presented on behalf of John Phelps
         2. Match changes from AAS, which removes WLD-200 from certificate changing total credits from 55 to 52

   Motion to approve, approved

7. **Anything else for the Good of the Order**
    a. Yearly update to College Council on April 5th. Frank will talk about the presentation at the March 15th Curriculum Committee meeting.
        i. Dru, MaryJean, Frank, Jeff, Megan to discuss at presentation at pre-meeting on March 11th.

-Meeting Adjourned-

Next Meeting: March 15, 2019 CC127 8-9:30am

Clackamas Community College

CONSENT AGENDA

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

1. Course Title Change

Course Number	Former Title	New Title
J-220	Introduction to Broadcast Journalism	Pod, Broad and Social - Journalism Across Platforms
J-221	Broadcast Journalism	Pod, Broad and Social - Intermediate Journalism Across Platforms

2. Course Hours Change

Course Number	Title	Change
BA-120	Project Management Fundamentals	44 LECT; 4 credits

3. Course Number Change

Course Number	Title	New Course Number

4. Outlines Reviewed for Approval

Course Number	Title	Implementation
ART-250	Ceramics/Beginning	2019/SP
ART-251	Ceramics/Hand-Building I	2019/SP
ART-252	Ceramics/Wheel-Throwing I	2019/SP
ART-253	Ceramics/Intermediate	2019/SP
ART-254	Ceramics/Hand-Building II	2019/SP
ART-261	Photography III	2019/SP
BA-120	Project Management Fundamentals	2019/SU
BT-271	Advanced Business Projects	2019/SP
J-134	Photojournalism	2019/SP
J-216	Writing for Media	2019/SP
J-220	Pod, Broad and Social - Journalism Across	2019/SP
J-221	Pod, Broad and Social - Intermediate	2019/SP
J-228	Advanced College Newspaper: Design &	2019/SP
J-280	Journalism/CWE	2019/SP
J-280A	Public Relations/CWE	2019/SP

CONSENT AGENDA

March 15, 2019 (8-9:30am, CC127)

1. Course Title Change

Course Number	Former Title	New Title

2. Course Hours Change

Course Number	Title	Change

3. Course Number Change

Course Number	Title	New Course Number

4. Outlines Reviewed for Approval

Course Number	Title	Implementation
BA-122	Teamwork	2019/SP
BT-177	Microsoft Project	2019/SP
CH-242	Organic Chemistry II	2019/SP
CJA-252	Introduction to Restorative Justice	2019/SP
DMC-131	Interactive Design for Games	2019/SP
DMC-132	Video Game 3D Modeling	2019/SP
PS-200	Introduction to Political Science	2019/SP
PS-201	American Government and Politics	2019/SP
SPN-212	Intermediate Spanish Conversation	2019/SP
SPN-213	Intermediate Spanish Conversation	2019/SP

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Online Course/Outline Submission System

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Section #1 General Course Information

Department: Business & Computer Science: Business

Submitter

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

Course Prefix and Number: BA - 122

 # Credits: 3

Contact hours

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

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

Course Title: Teamwork

Course Description:

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

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): Project Management AAS, Project Management CC, Project Management Leadership and Communication CC

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

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

Requirements:

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

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

This course does not include assessable General Education outcomes.

Major Topic Outline:

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

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

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

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

Percent of course: 0%

Section #2 Course Transferability

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

Specify term: Sp '20

Clackamas Community College

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Section #1 General Course Information

Department: Business & Computer Science: Business

Submitter

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

Course Prefix and Number: BT - 177

 # Credits: 3

Contact hours

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

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

Course Title: Microsoft Project

Course Description:

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

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): AAS Project Management, Project Management CC, Project Management Tools and Techniques CC.

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

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

This course does not include assessable General Education outcomes.

Major Topic Outline:

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

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

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

Percent of course: 0%

First term to be offered:

Specify term: wi 2020

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Sciences

Submitter

First Name: Naomi
Last Name: Sether
Phone: 3345
Email: naomis

Course Prefix and Number: CH - 242

 # 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: Organic Chemistry II

Course Description:

Second term of transfer sequence meeting organic chemistry requirement for premedical, dental, veterinary, pharmacy, chiropractic medicine, chemical engineering and biology majors.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

Yes

Check which General Education requirement:

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

✓ **Science & Computer Science**
✓ **Mathematics**

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: CH-241

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. describe the chemistry of compounds containing carbon-carbon multiple bonds, including physical properties, synthesis, and reactions;
2. describe in detail the mechanism of electrophilic addition,
3. describe the chemistry of alcohols, including physical properties, synthesis, and reactions;
4. describe in detail the mechanisms of the Grignard reaction and the Williamson ether synthesis,
5. develop multistep synthetic sequences to produce alkynes, alcohols, and their oxidation products.

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

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

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

SP: Speech/Oral Communication Outcomes

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

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

P 3. Build and manage relationships.

MA: Mathematics Outcomes:

P 1. Use appropriate mathematics to solve problems.

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

AL: Arts and Letters Outcomes

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

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

SS: Social Science Outcomes

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

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

SC: Science or Computer Science Outcomes

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

C 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.

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

:

Major Topic Outline:

1. Alkenes.
a. Structure and nomenclature.
b. Synthesis via elimination reactions.
c. Electrophilic addition reactions.
d. Other addition reactions.
e. Oxidation reactions.
2. Alkynes.
a. Structure and nomenclature.
b. Synthesis via elimination reactions.
c. Synthesis via substitution reactions.
d. Addition reactions.
e. Oxidation reactions.
3. Alcohols.
a. Nomenclature.

b. Physical properties.
c. Acid-base reactions.
d. Synthesis: addition, reduction, and Grignard reactions.
e. Reactions: oxidation, reduction, substitution, dehydration.
4. Ethers and epoxides.
a. Nomenclature.
b. Synthesis.
c. Reactions.
5. Spectroscopy.
a. Infrared.
b. Nuclear magnetic resonance.
c. Mass spectroscopy.
6. Conjugated systems.
a. Orbital structure and stability.
b. Reactions.
c. Kinetic vs. thermodynamic control of additions.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

How does it transfer? (Check all that apply)

:

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

First term to be offered:

Next available term after approval
:

Clackamas Community College

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Section #1 General Course Information

Department: Education, Human Services & Criminal Justice

Submitter

First Name: Matthew
Last Name: Hartman
Phone: 6052
Email: matthewh

Course Prefix and Number: CJA - 252

 # Credits: 3

Contact hours

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

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

Course Title: Introduction to Restorative Justice

Course Description:

Provides a critical introduction to restorative justice. Covers fundamental values and principles of restorative justice, and the experience and interests of key stakeholders (victims, offenders, communities, and systems).

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): Criminal Justice programs

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: No

When do you plan to offer this course?

✓ **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?

No

Student Learning Outcomes:

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

1. explain the history, values and principles of restorative justice;
2. distinguish between restorative and retributive frameworks of justice,
3. convey the impact of crime, and the resulting interests and needs, for victims, offenders, and communities;
4. analyze the role of punishment and shame in causing and/or preventing offending behavior,
5. describe the primary models of restorative justice practice,
6. outline the prevalent critical issues of restorative justice,
7. assess the applicability of restorative justice in an existing justice or social system,
8. apply restorative justice to an existing justice or social system.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Restorative justice history, values and principles.
2. Impact and interests of stakeholders (victim, offender, community) when crime occurs.
3. Impact of punishment and shame on offending behavior.
4. Primary models of restorative justice practice.
5. Critical issues facing restorative justice.
6. Challenges facing restorative justice application within our existing systems (focus on criminal justice and school systems).
7. Application of restorative justice in existing justice and social systems.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

✓ **WOU (Western Oregon University)**

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

How does it transfer? (Check all that apply)

✓ **general elective**
:

First term to be offered:

Next available term after approval
:

Clackamas Community College

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Section #1 General Course Information

Department: Art/ DMC

Submitter

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

Course Prefix and Number: DMC - 131

 # 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: Interactive Design for Games

Course Description:

This course introduces many of the skills and processes used to create games and other interactive media for the web. Students will create webpages featuring media including sound, animation and 3D graphics. Students will design and program interactivity using JavaScript, the native programming language of web browsers. Students will gain a solid foundation in interactive design and programming.

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: ART-106 or DMC-106 or Student Petition

Requirements:

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: No

When do you plan to offer this course?

✓ 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. create animations and interactive multimedia using native web technologies (HTML, CSS, JavaScript, web canvas);
2. explore workflows for developing game content and assets;
3. examine a selection of popular game and multimedia authoring tools;
4. use narrative principles to develop interactive stories as well as non-story content;
5. design and develop interactive 3D games.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. How the Web Works
2. HTML Basics
3. Programming and JavaScript
4. Programming Logic and Interaction
5. The Web Canvas
6. WebGL Interactive 3D
7. Game States and Logic
8. Designing Interactive Experience

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

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

Percent of course: 0%

First term to be offered:

Specify term: Fall 2018

Clackamas Community College

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Section #1 General Course Information

Department: Art/DMC

Submitter

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

Course Prefix and Number: DMC - 132

 # 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: Video Game 3D Modeling

Course Description:

This course is intended for students interested in pursuing a career in 3D modeling and/or 3D Video Game Art Production. Upon completion of the course, students will have a working knowledge of tools and navigation in industry-standard 3D modeling software along with techniques and pipeline familiarity in video game art production. Students will also learn the importance of deadlines, file management and organization.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): Elective to the DMC AAS degree

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: DMC-104, DMC-106 or ART-106, DMC-107 or ART-107

Requirements:

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Not every term

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate fundamental knowledge of all aspects and 3D space and modeling theory;
2. implement basic asset objects for 3D environments;
3. demonstrate proficiency in 3D modeling software;
4. demonstrate an ability to use appropriate 3D tools such as lathe tool, loft tool, and boolean;
5. create a portfolio of 3D assets and characters.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Introduction to industry-standard 3D modeling software;
2. 3D object modeling;
3. Intro to character modeling;
4. Basic 3D character rigging;
5. Processing and cleanup of data;
6. Rendering and Output.

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

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

Percent of course: 0%

First term to be offered:

Specify term: Winter 2018

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Social Sciences

Submitter

First Name: James
Last Name: Hite
Phone: 6121
Email: jhite@clackamas.edu

Course Prefix and Number: PS - 200

 # Credits: 4

Contact hours

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

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

Course Title: Introduction to Political Science

Course Description:

A general introduction to the field of political science. Introduces and expands on basic political concepts and themes, explores political theory and ideology, and considers the dynamics of political institutions and government and how both are integrated into political life.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

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

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: WRD-098 or placement in WR-121

Requirements:

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

No

Will this class use library resources?

Yes

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

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Not every term

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate an understanding of political and governmental institutions; (SS1) (CL1)
2. describe the major political ideologies and theoretical constructs of the discipline; (SS1) (SS2) (CL1)
3. critically discuss and write about the major introductory themes of political science; (SS1)
4. describe the social, physical, and cultural environment of politics; (SS1) (SS2) (CL1)
5. identify and describe the major tenets, concerns, and approaches used in the primary subfields of political science, including American government and politics, comparative politics, international relations, and political theory. (SS1) (SS2) (CL1)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

SP: Speech/Oral Communication Outcomes

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

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

SC: Science or Computer Science Outcomes

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

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

✓ **Multiple Choice Test**

:

Major Topic Outline:

1. The Science of Political Science
2. Legitimacy and Sovereignty
3. Political Socialization, Participation, and Rights
4. Ideologies
5. Dictatorships and Authoritarian States
6. Political Values of Political Actors and Governmental Actors
7. National Politics: Culture, Constitutions, Citizens
8. International Politics and the Global Community
9. War and Peace in the Modern Age
10. Comparative Politics
11. The Major Tenets of the Subfields of Political Science

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

Transferology and course catalog comparison.

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 catalogs

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Social Sciences

Submitter

First Name: James
Last Name: Hite
Phone: 6121
Email: jhite@clackamas.edu

Course Prefix and Number: PS - 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: American Government and Politics

Course Description:

Examines the founding principles of the American government, as well as the Constitution, the separation of powers, and the three branches of government, political parties and elections, and the role of interest groups and the media in the political process. In addition, assesses the growing power of the executive branch, the expansion and reach of the federal bureaucracy, governmental policies, and the civil liberties and civil rights of American citizens.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ **Social Science**

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: WRD-090 or placement in WRD-098

Requirements:

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Not every term**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. identify the concepts on which the Constitution is based; (SS2)
2. summarize the essential functions of the presidency, Congress, Supreme Court, and the federal bureaucracy; (SS2)
3. identify key issues and difficulties related to the process of governing; (AL2) (SS1) (SS2)
4. identify key socioeconomic factors that affect political identity and behavior; (AL2) (SS1) (SS2)
5. describe the process of elections; (SS2)
6. explain key issues and problems regarding civil rights and civil liberties; (AL2)(SS1) (SS2)
7. explain the role of political parties, interest groups, and the media in the U.S. political system; (AL2) (SS2)
8. describe the fundamentals of public policy. (SS2)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
2. Locate, evaluate, and ethically utilize information to communicate effectively.

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

SP: Speech/Oral Communication Outcomes

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

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

SS: Social Science Outcomes

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

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

SC: Science or Computer Science Outcomes

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

✓ General Examination
✓ Presentations
✓ Rubrics
✓ Projects
✓ Writing Assignments
✓ Multiple Choice Test

:

Major Topic Outline:

1. Introduction to American Government and Politics.
2. Political Culture and Democracy.
3. The Articles of Confederation, the Constitution and Federalism.
5. Civil Liberties and Civil Rights.
6. Public Opinion, Participation and Voting.
7. Political Parties, Elections, Interest Groups and the Media.
8. Congress.
9. The Executive and the Federal Bureaucracy.
10. The Judiciary.
11. Public Policy.

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

1. Increased energy efficiency **No**
2. 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)**
✓ **OSU-Cascade** ✓ **WOU (Western Oregon University)**

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

Existing course; equivalent to PS 201 at OSU, WOU, and U of O. The PSU equivalent is PS 101 and PS 102 combined.

How does it transfer? (Check all that apply)

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

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

✓ **Other. Please explain.**

Catalog comparison.

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Foreign Language

Submitter

First Name: Bjerre
Last Name: Irma
Phone: 3245
Email: irmab@claclkamas.edu

Course Prefix and Number: SPN - 212

 # Credits: 3

Contact hours

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

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

Course Title: Intermediate Spanish Conversation

Course Description:

This course continues the development of oral proficiency, including expanding vocabulary and broadening the students cultural awareness of the Spanish-speaking world. The course addresses Spanish vocabulary and expressions related to specific purposes. Purposes vary by term. Necessary grammar structures are presented in context.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: SPN-203 or SPN-211 or Student Petition

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

No

Are there corequisites to this course?

No

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

Yes

Recommendations:

Requirements: Basic knowledge of the Spanish language

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Winter**

✓ **Not every term**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. read and knowledgeably discuss Spanish short readings related to their field of study or work;
2. use idioms, newly-acquired from course readings or elsewhere, in appropriate role-played or real-life contexts;
3. state in Spanish his or her point of view regarding situations like those encountered at school, work or other familiar settings;
4. use Spanish expressions to show support for others;
5. express their point of view in Spanish with confidence at different times and situations that are familiar to them.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Social, economic and political aspects of the Spanish-speaking world;
2. Vocabulary and expressions related to the "purpose";
3. Terms and expressions from different Spanish-speaking countries;
4. Interpreting cultural clues like those experienced in real life situations daily;
5. Comparison and contrast of cultural differences within the Spanish-speaking world and the United States;

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

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

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

OSU LDT INTERM Spanish Conversation, PSU SPN 212 Intermediate Spanish Conversation, OIT LDT 000 Lower Division Transfer, UO SPN 2AAT SPN 200-Level Course, SOU LDT Lower Division Transfer (elective)
UO SPAN 2AAT
WOU SPAN L/D ELECTIVE TRAN

How does it transfer? (Check all that apply)

✓ **general elective**
:

First term to be offered:

Specify term: Winter 2019

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Foreign Language

Submitter

First Name: Irma
Last Name: Bjerre
Phone: 3245
Email: irmab@clackamas.edu

Course Prefix and Number: SPN - 213

 # Credits: 3

Contact hours

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

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

Course Title: Intermediate Spanish Conversation

Course Description:

Continues improving intermediate-level Spanish conversation through the discussion of readings and situations related to selected special topics. Spanish culture related to the topics will be included. Simulated role plays are used to practice conversational strategies for use in real-life situations. The emphasis in this course is in helping students to gain confidence in their communication skills. The topic of the course varies from term to term.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: SPN-203 or SPN-211 or SPN-212 or Student Petition

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

No

Are there corequisites to this course?

No

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

Yes

Recommendations:

Requirements: Basic knowledge of the Spanish language

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Spring**
✓ **Not every term**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. discuss readings from various media (magazines, newspapers, journals, etc) related to selected special topics;
2. role play situations using the correct vocabulary and expressions related to the purpose;
3. recognize and use words and phrases that are appropriate to specific settings and situations;
4. talk with confidence about studies and work;
5. recognize appropriate terms and expressions used in various Spanish-speaking countries;
6. maintain a conversation at at intermediate level on familiar topics;
7. demonstrate more fluency and confidence in their oral Spanish skills in general.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Social, economic and political topics of the Spanish-speaking world.
2. Comparing and contrasting topics related to Hispanic-American culture and the United States.
3. Linguistic and cultural variations within Hispanic American countries and regions.
5. Readings related to the special selected topics.
6. Vocabulary and expressions related to the content of the course.

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

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

OSU SPN LDT
PSU SPAN LD
SOC SPAN LDT
UO SPAN 2AAT
WOU SPAN L/D ELECTIVE TRAN

How does it transfer? (Check all that apply)

✓ **general elective**
:

First term to be offered:

Specify term: Spring 2020

Program Learning Outcomes

March 15, 2019 (8-9:30am, CC127)

Program
Geographic Information Systems (GIS) Technology CC

Geographic Information Systems (GIS) Technology CC

Old	New
Upon successful completion of this program, students should be able to: • apply geographic knowledge and GIS software techniques to create high quality digital maps; • create and design advanced geodatabases from original and proprietary sources for use in GIS projects; • apply programming and geoprocessing tools to automate the capture, analysis and reporting of GIS data; • analyze and interpret GIS data from remote sources including LIDAR and GPS signals; • capture and transform data to GIS format from a variety of vector and raster sources.	Upon successful completion of this program, students should be able to: • apply geographic knowledge and GIS software techniques to create high quality analysis, data, applications, and maps; • design and create geodatabases; • automate geoprocessing tools to manipulate, generate, display, and analyze GIS data; • analyze and interpret remotely sensed data including aerial and satellite imagery, LIDAR and GPS data; • apply programming skills to create and customize applications and tools.

Course Inactivations

March 15, 2019 (8-9:30am, CC127)

Course Number	Title	Implementation
CS-121	Computer Applications	2019/SU

Clackamas Community College

Online Course/Outline Submission System

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

Section #1 General Course Information

Department: Business & Computer Science: Computer Science

Submitter

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

Course Prefix and Number: CS - 121

 # Credits: 3

Contact hours

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

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

Course Title: Computer Applications

Course Description:

Continuation of CS-120. Hands-on approach to word processing, database management, and electronic spreadsheets. Microsoft Office Suite (Word, Excel, Access, and PowerPoint.)

Type of Course: Lower Division Collegiate

Reason for the new course:

Coming forward for review, not a new course.

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

Are there prerequisites to this course?

Yes

Pre-reqs: CS-120 or placement in CS-121, and MTH-060 or placement in MTH-065

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Not every year**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. format Word documents, including character, paragraph, and page formatting, borders, and tables;
2. insert and manipulate graphics images in a document,
3. use headers, footers, footnotes, and endnotes;
4. use Word editing features, including search and replace, spell check, and inserting symbols;
5. enter appropriate and correct text, values, formulas, and functions in Excel worksheets;
6. copy and move spreadsheet data and formulas,
7. manipulate columns and rows in Excel, including inserting and deleting columns and rows, changing column widths and row heights;
8. format text and numbers in Excel, including character formatting, borders, and color;
9. use statistical functions, absolute cell references, and IF functions in a worksheet;
10. create charts in Excel,
11. design and create a table in Access,
12. add, delete, and edit records in an Access table,
13. create a form and a report in Access,
14. perform simple and complex queries on Access tables and linked tables,
15. perform statistical and field calculations in an Access query.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Review of concepts in hardware, software, and Windows.
2. Word processing.
a. Text creation and editing.
a1. Deleting, inserting, scrolling, word wrap.
a2. Spell Checker.
a3. Block copy and Move.
a4. Search and Replace.
b. Text formatting.
b1. Fonts.

b2. Margins, Justification.
b3. Alignment of text.
b4. Headers, Footers, and Page numbering.
b5. Tables.
c. Saving, opening, and closing documents.
d. Printing documents.
e. Advanced features.
e1. Drawing lines.
e2. Using Graphics.
e3. Sorting.
3. Electronic Spreadsheet.
a. Entering and editing data and formulas.
a1. Entering and aligning labels.
a2. Entering values, formulas, and functions.
a3. Using absolute cell references.
a4. Changing column widths.
a5. Inserting and deleting rows and columns.
a6. Copying and moving cells and blocks of cells.
b. Formatting a worksheet.
b1. Numeric format.
b2. Fonts.
b3. Lines and shading.
c. Saving, opening, and closing worksheets.
d. Printing worksheets.
e. Creating bar, line, and pie charts.
4. Database mManagement.
a. Creating and editing a table.
a1. Defining and revising the structure of a table.
a2. Defining key fields.
a3. Entering and editing data in a table.
a4. Inserting and deleting records in a table.
b. Querying a table.
b1. Using query by example.
b2. Using the operators or, not, like, and.
b3. Creating a query which links two tables.
c. Creating reports by modifying a Quick report.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

How does it transfer? (Check all that apply)

:

First term to be offered:

Next available term after approval
:

Clackamas Community College

New Courses

March 15, 2019 (8-9:30am, CC127)

Course Number	Title	Implementation
MFG-102	Makerspace: An Introduction to Digital	2019/SP
MUP-172	Individual Lessons: Organ	2019/SP
MUP-272	Individual Lessons: Organ	2019/SP

Clackamas Community College

Online Course/Outline Submission System

Consent Agenda Requests

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Section #1 General Course Information

Department: Manufacturing

Submitter

First Name: Jaime
Last Name: Clarke
Phone: 3220
Email: jaimec@clackamas.edu

Course Prefix and Number: MFG - 102

 # Credits: 1

Contact hours

Lecture (# of hours):
Lec/lab (# of hours): 22
Lab (# of hours):
Total course hours: 22

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

Course Title: Makerspace: An Introduction to Digital Manufacturing

Course Description:

This course introduces students to aspects of digital design and manufacturing through the use of sophisticated modeling software; 3-D printing, laser cutting and scanning; and CNC machining. Students will complete a series of hands-on projects that require imagination and determination while learning solid workmanship principles.

Type of Course: Career Technical Supplementary

Reason for the new course:

With the construction of the Industrial Technology Center (ITC), we now have a makerspace for students to use. This course serves an an introduction to the space.

Can this course be repeated for credit in a degree?

No

What is the target audience/industry for this class?

Manufacturing students

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: No

When do you plan to offer this course?

✓ **Not every term**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. prepare a sketch of a manufactured object on paper and then model in a CAD system;
2. work safely around power tools;
3. develop and manufacture a product with technologies that include 3-D printers, laser cutters and CNC milling machines;
4. reverse engineer an existing machine element to modify its features and accurately remanufacture it;
5. perform accurate measurements with the use of precision tools.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1) Shop safety
2) Sketching and precision measurement
3) CAD system introduction
4) 3-D printing
5) Laser cutting
6) CNC setup and operation
7) CNC programming with a CAM system

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

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

Percent of course: 0%

First term to be offered:

Specify term: Summer 2019

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Music

Submitter

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

Course Prefix and Number: MUP - 172

 # Credits: 2

Contact hours

Lecture (# of hours): 20
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 20

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

Course Title: Individual Lessons: Organ

Course Description:

College-level private lessons required for music majors and available to qualified non-majors. End-of-term juried performance mandatory. May be repeated for up to 10 credits. Required: Student Petition.

Type of Course: Lower Division Collegiate

Reason for the new course:

New instrument for lessons.

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 10

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): AS in Music

Are there prerequisites to this course?

No

Are there corequisites to this course?

Yes

Co-reqs: MUS-189

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

Yes

Recommendations:

Requirements: College-level performance ability. Student Petition.

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

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

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate comprehension of the accepted literature for his/her instrument/voice;
2. exhibit command of first-year skills/techniques;
3. exhibit improvement of musical performance;
4. demonstrate proper performance etiquette;
5. maintain, keep and display a practice log.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Overview of instrument.
2. Posture and alignment.
3. Breathing mechanics.
4. Vocal/Instrumental techniques.
5. Appropriate literature.
6. Performance skills development.
7. Performance etiquette.
8. Performance at end of term Jury.

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

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

Private Lessons, Applied Music

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Music

Submitter

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

Course Prefix and Number: MUP - 272

 # Credits: 2

Contact hours

Lecture (# of hours): 20
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 20

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

Course Title: Individual Lessons: Organ

Course Description:

Second-year private lessons required for music majors and available to qualified non-majors. End-of-term juried performance mandatory. May be repeated for up to 10 credits.

Type of Course: Lower Division Collegiate

Reason for the new course:

New instrument for lessons.

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 10

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): AS in Music

Are there prerequisites to this course?

Yes

Pre-reqs: MUP-172 (6 credits)

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

No

Are there corequisites to this course?

Yes

Co-reqs: MUS-189

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

Yes

Recommendations:

Requirements: Sophomore-level performance ability

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

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

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate comprehension of the accepted literature for his/her instrument/voice;
2. exhibit command of second-year skills/techniques;
3. exhibit improvement of musical performance;
4. demonstrate proper performance etiquette;
5. maintain, keep and display a practice log.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Posture and alignment.
2. Breathing mechanics.
3. Vocal/Instrumental techniques.
4. Appropriate second-year literature.
5. Performance skills development.
6. Performance etiquette.
7. Performance at end of term Jury.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

Private Lessons, Applied Music

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

First term to be offered:

Next available term after approval
: