

**Present:** Matthew Fox (ASG), Karen Ash, Nora Brodnicki, Rick Carino, Megan Feagles (Recorder), Sue Goff, Jason Kovac, Lupe Martinez, Lilly Mayer, Suzanne Munro, Tracy Nelson, Scot Pruyn, Lisa Reynolds, Tara Sprehe, Sarah Steidl, Dru Urbassik, Helen Wand, MaryJean Williams (Alternate Chair)

**Guests:** Lars Campbell, Bev Forney

**Absent:** Rich Albers, Dustin Bare, Dave Bradley, Elizabeth Carney, Frank Corona (Chair), Jeff Ennenga, Ida Flippo, Sharron Furno, Darlene Geiger, Shalee Hodgson, Kara Leonard, Mike Mattson, Jeff McAlpine (Alternate Chair), David Plotkin, Cynthia Risan

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## 1. Welcome & Introductions

## 2. Approval of Minutes

- a. Approval of the April 5, 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. Consent Agenda Updates

- i. Changes to course hours and/or credits have a potential effect on how faculty are paid.
- ii. These changes will be sent to David Plotkin and the appropriate Dean for review before coming to Curriculum Committee as an agenda item needing Committee approval.
- iii. The Curriculum Office will update the appropriate course process documents and flowcharts.
  1. *In progress, 4/19/19, MCF*

## 5. Old Business

- a.

## 6. New Business

### a. Course Inactivations

- i. BA-272
  1. Bev Forney presented
  2. Retail course, not in any programs. Not offered since 2008

*Motion to approve, approved*

- ii. BA-281
  1. Bev Forney presented
  2. Not offered since 2017/SU. Department uses BA-280 for CWE.

*Motion to approve, approved*

### b. New Courses

- i. MUS-207
- ii. Lars Campbell presented
- iii. Previously offered as an experimental course; department would like to include in a CTE program

*Motion to approve, approved*

- iv. MUS-242
- v. Lars Campbell presented
- vi. Previously offered as an experimental course; department would like to include in a CTE program

*Motion to approve, approved*

### c. Review Upcoming Membership Vacancies

- i. MaryJean presented
- ii. Deans are responsible for filling vacancies in their area

d. **Curriculum Handbook Clean-Up**

- i. MaryJean presented
- ii. Hasn't been updated since 2015. Will need updating again after the new curriculum management software is implemented.
  1. Should we invest time now or wait until the new software is implemented?
    - a. General consensus is to wait until the new software is implemented
  2. The Curriculum Office will add a note indicating that the information may be out of date and to look at the process documents or to contact the Curriculum Office for more information.
    - a. *Note added and uploaded to website on 4/26/19 by MCF*

e. **Discuss Need for Summer Meeting**

- i. MaryJean presented
- ii. There is no backlog of course outlines to review so the Committee does not feel a need to convene over the summer.

7. **Closing Comments**

- a.

*-Meeting Adjourned-*

**Next Meeting: May 3, 2019 CC127 8-9:30am**

## 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 |
|---------------|------------------------------|----------------|
| ART-101       | Art Appreciation             | 2019/SU        |
| CS-160        | Computer Science Orientation | 2019/SU        |
| CS-161        | Computer Science I           | 2019/SU        |
| CS-260        | Data Structures              | 2019/SU        |
| G-148         | Volcanoes & Earthquakes      | 2019/SU        |
| GER-203       | Second-Year German III       | 2019/SU        |

## 1. Course Title Change

| Course  | Current Title                                    | Proposed Title                    |
|---------|--|-----------------------------------|
| GRN-165 | Activity Programs in Long Term Care Facilities   | Life Enrichment with Older Adults |
| USP-201 | Unmanned Aircraft Systems (UAS) Pilot            | Drone Operations Basics: Part 107 |
| USP-205 | Unmanned Aircraft Systems (UAS) Applied Projects | Practical Drone Applications      |
| USP-210 | Unmanned Aircraft Systems (UAS) Builder Lab      | Drones: Design and Build          |

## 2. Course Number Change

| Course  | Title                  | Proposed Course Number |
|---------|------------------------|------------------------|
| GRN-180 | Careers in Gerontology | GRN-179                |

## 3. Outlines Reviewed for Approval

| Course  | Title   | Implementation |
|---------|---|----------------|
| CJA-214 | Intimate Partner Violence                     | 2019/SU        |
| CJA-232 | Case Management                               | 2019/SU        |
| CJA-250 | Reporting, Recording & Testifying             | 2019/SU        |
| CJA-252 | Introduction to Restorative Justice           | 2019/SU        |
| DMC-106 | Animation & Motion Graphics I                 | 2019/SU        |
| DMC-107 | Animation & Motion Graphics II                | 2019/SU        |
| DMC-108 | Animation & Motion Graphics III               | 2019/SU        |
| DMC-221 | Introduction to 2D Animation: Design &        | 2019/SU        |
| DMC-222 | Advanced 2D Animation: Design & Techniques    | 2019/SU        |
| ECE-142 | Media, Technology and the Influences on Child | 2019/SU        |
| EMT-105 | Introduction to Emergency Medical Services    | 2019/SU        |
| EMT-109 | Emergency Response                            | 2019/SU        |
| FRP-275 | Wildland Fire Management 1                    | 2019/SU        |
| FRP-285 | Wildland Fire Facilitative Instructor (M-410) | 2019/SU        |
| GRN-165 | Life Enrichment with Older Adults             | 2019/SU        |
| GRN-179 | Careers in Gerontology                        | 2019/SU        |
| HDF-140 | Contemporary American Families                | 2019/SU        |
| HDF-247 | Preschool Child Development                   | 2019/SU        |
| HS-232  | Case Management                               | 2019/SU        |
| HS-290  | Special Topics in Human Services              | 2019/SU        |
| HUM-237 | Perspectives on Democracy                     | 2019/SU        |
| MFG-219 | Robotics                                      | 2019/SU        |
| PS-297  | Introduction to Environmental Politics        | 2019/SU        |
| SSC-237 | Perspectives on Democracy                     | 2019/SU        |
| USP-201 | Drone Operations Basics: Part 107             | 2019/SU        |
| USP-205 | Practical Drone Applications                  | 2019/SU        |
| USP-210 | Drones: Design and Build                      | 2019/SU        |

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

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Show changes since last approval in red              
  

**Section #1 General Course Information**

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

**Submitter**

First Name: Ida  
Last Name: Flippo  
Phone: 3363  
Email: iflipp

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**Course Prefix and Number:** CJA - 214

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**# Credits:** 3

**Contact hours**

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

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

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**Course Title:** Intimate Partner Violence

**Course Description:**

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

---

**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**No**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**No**

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

**Yes**

**Check which General Education requirement:**

**Social Science**

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

**Yes**

**Name of degree(s) and/or certificate(s):** Criminal Justice AAS and Corrections AAS degrees

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** CJA-203

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

**Audit: No**

When do you plan to offer this course?

✓ Fall

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

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

## COURSE OUTLINE MAPPING CHART

**Mark outcomes addressed by the course:**

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

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

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

**SP: Speech/Oral Communication Outcomes**

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

**MA: Mathematics Outcomes:**

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

**AL: Arts and Letters Outcomes**

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

**SS: Social Science Outcomes**

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

**SC: Science or Computer Science Outcomes**

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

**Outcomes Assessment Strategies:**

:

**Major Topic Outline:**

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

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

1. Increased energy efficiency **No**

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

Percent of course: 0%

## Section #2 Course Transferability

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

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

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

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

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

How does it transfer? (Check all that apply)

:

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

First term to be offered:

Next available term after approval

:

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

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**Section #1 General Course Information**

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

Submitter

First Name: **Ida/Yvonne**  
Last Name: **Flippo/Smith**  
Phone: **3363/3207**  
Email: **iflipp/yvonnnes**

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**Course Prefix and Number:** CJA - 232

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**# Credits:** 3

Contact hours

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

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

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**Course Title:** Case Management

Course Description:

Introduces case management techniques used by corrections and human services professionals in one-on-one and group contacts with clients. Explores a variety of case management materials, with an emphasis placed upon objective case planning and monitoring.

---

**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):** Criminal Justice AAS; Human Services AAS; Juvenile Corrections Certificate

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** Prerequisite or Corequisite: HS-156

**Have you consulted with the appropriate chair if the pre-req is in another program?  
Yes (A 'Yes' certifies you have talked with the chair and have received approval.)\***

Are there corequisites to this course?

**No**

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

**No**

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

**No**

Will this class use library resources?

**Yes**

Have you talked with a librarian regarding that impact?

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

GRADING METHOD:

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

✓ **Spring**

Is this course equivalent to another?

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

**Yes**

Course Number: HS-232 Title: Case Management

Will this course appear in the college catalog?

**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 use of theory in developing treatment and case management processes;
2. develop and demonstrate effective case management;
3. interpret results of various assessment and classification instruments;
4. develop case planning and case management documents.

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

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Major Topic Outline:

1. Case management theory
2. Assessment
3. Classification
4. Objective case planning
5. Supervision/casework
6. Special populations

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

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

Percent of course: 0%

**Section #2 Course Transferability**

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

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

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

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

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

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

Elective

How does it transfer? (Check all that apply)

**general elective**  
:

First term to be offered:

Specify term: **Spring 2019**

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CJA-250 Reporting, Recording & Testifying

General education certified:  Yes  No

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

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

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**Section #1 General Course Information**

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

**Submitter**

First Name: Ida  
Last Name: Flippo  
Phone: 3363  
Email: iflipp

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**Course Prefix and Number:** CJA - 250

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**# Credits:** 4

**Contact hours**

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

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

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**Course Title:** Reporting, Recording & Testifying

**Course Description:**

Surveys documentation skills in criminal justice professions. Verbal, nonverbal and written forms of criminal justice related workplace communication are studied and practiced, including communicating with the public, basic interviewing, documentation, courtroom testimony, and report writing.

---

**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?

**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?

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**Yes**

**Area:** Human Relations

**GRADING METHOD:**

A-F or Pass/No Pass

**Audit:** 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. describe the importance of communication skills in criminal justice professions;
2. define the types of communication and its components in the context of criminal justice;
3. explain the special considerations when communicating with minority communities and vulnerable populations;
4. conduct a basic interview;
5. demonstrate how to testify in court;
6. demonstrate the common types of written communication and reports in law enforcement agencies, the court system, and corrections.

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

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**Major Topic Outline:**

1. Communicating authority.
2. Interacting with minority communities and vulnerable populations.
3. Dealing with manipulation.
4. Questioning, listening and interviewing skills.
5. Formal and informal documentation.

- 6. Basic reports in law enforcement agencies, the court system, and corrections.
- 7. Drafting affidavits and the use of reports in court.
- 8. Court testimony.
- 9. Law enforcement and use of technology in communications.

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

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

Percent of course: 0%

### Section #2 Course Transferability

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

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

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

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

How does it transfer? (Check all that apply)

:

First term to be offered:

Next available term after approval

:

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**Clackamas Community College**  
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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

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**Course Prefix and Number:** CJA - 252

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**# Credits:** 3

**Contact hours**

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

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

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**Course Title:** 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).

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**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**No**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**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.

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

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

Percent of course: 0%

## **Section #2 Course Transferability**

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

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?



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

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

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

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

How does it transfer? (Check all that apply)

:

First term to be offered:

**Next available term after approval**

:

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

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**Section #1 General Course Information**

**Department:** Digital Multimedia Communication

**Submitter**

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

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**Course Prefix and Number:** DMC - 106

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**# Credits:** 3

**Contact hours**

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

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

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**Course Title:** Animation & Motion Graphics I

**Course Description:**

Introduction to the fundamentals of animation and motion graphics design. This project-based course will explore experimental and new technological approaches to creating digital effects and animation for video and web-based applications. Students will learn the basics of industry standard 3D and compositing software to create successful VFX, 3D Animation, and Motion Graphics projects.

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**Type of Course:** Career Technical Preparatory

Is this class challengeable?

**Yes**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**No**

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

**No**

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

**Yes**

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

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**Yes**

**Recommendations:** ART-225, ART-226, DMC-104, and DMC-221

**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**

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

Student Learning Outcomes:

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

1. proficiently use the Adobe After Effects software compositing tools and timeline for the creation of a motion graphics reel;
2. model 3D assets for a composition using Maxon Cinema 4D software;
3. create a composition that exhibits an understanding of the integration of video, graphics, audio, animation, and/or 3D models;
4. create layers and apply keyframes for text, shape, and character animations;
5. render and output motion graphics and VFX projects for video and the web;
6. discuss the history of time-based media and the various stages of the animation process from character and script development through storyboarding, keyframing, timing and integration of various media;
7. convert the workflow of commercial art projects, from concept sketches to the final product.

---

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

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Major Topic Outline:

1. Introduction to Motion Graphics Workflow.
2. Basic Animation, Compositing and Presets.
3. Basic Layers & Keyframes.
4. Basic Text Animation.
5. Basic Abstract & Shape Animation.
6. Basic Masking.
7. Basic 3D Character Animation workflow.
8. Basic 3D Modeling.
9. Basic 3D Animation.
10. Rendering & Output.

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval

:

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

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Art/ DMC

Submitter

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

---

**Course Prefix and Number:** DMC - 107

---

**# 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:** Animation & Motion Graphics II

Course Description:

This project-based course will explore intermediate aspects of experimental and new technological approaches to creating digital effects and animation for video and web-based applications. Students will learn intermediate features of Adobe After Effects to create successful motion graphics projects.

---

**Type of Course:** Career Technical Preparatory

Is this class challengeable?

**Yes**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**No**

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

**No**

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

**Yes**

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

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** DMC-106

**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:** ART-225, ART-226, DMC-104, and DMC-221. Previous experience with computer graphics and digital video

**Requirements:**

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

**No**

Will this class use library resources?

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

**GRADING METHOD:**

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

✓ **Spring**

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

**Student Learning Outcomes:**

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

1. proficiently use the Adobe After Effects software compositing tools and timeline for the creation of a portfolio quality motion graphics reel;
2. create intermediate level animation using Adobe After Effects using an understanding of the integration of video, graphics, audio, animation, and/or still images;
3. create advanced layer and keyframe functions for text, shape, and character animations;
4. render and output a motion graphics project for video and the web;
5. discuss the history of time-based media and the various stages of the animation process from character and script development through storyboarding, keyframing, timing and integration of various media;
6. convert the workflow of commercial art projects, from concept sketches to the final product.

---

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

---

**Major Topic Outline:**

1. Motion Graphics Workflow.
2. Animation Compositing and Presets.
3. Layers & Keyframes.
4. Text Animation.
5. Abstract & Shape Animation.
6. Lights and Cameras.
7. Masking.
8. Character Animation.
9. Narrative Development.
10. Basic 3D Modeling.
11. Basic 3D Animation.
12. Rendering & Output.

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

- |                                      |           |
|--------------------------------------|-----------|
| 1. Increased energy efficiency       | <b>No</b> |
| 2. Produce renewable energy          | <b>No</b> |
| 3. Prevent environmental degradation | <b>No</b> |

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

Percent of course: 0%

First term to be offered:

**Next available term after approval**

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**Clackamas Community College**  
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**Section #1 General Course Information**

**Department:** Digital Multimedia Communication

Submitter

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

---

**Course Prefix and Number:** DMC - 108

---

**# 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:** Animation & Motion Graphics III

Course Description:

Continuation of the process of animation and motion graphics design. This project-based course explores advanced aspects of experimental and new technological approaches to creating digital effects and animation for video and web-based applications. The course presents advanced aspects of industry standard 3D and compositing software to create successful VFX, 3D Animation, and Motion Graphics projects.

---

**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 DMC

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** DMC-107

**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. proficiently use the Adobe After Effects software compositing tools and timeline for the creation of professional level motion graphics reel;
2. create advanced animation projects using Adobe After Effects and Maxon Cinema 4D software;
3. exhibit an advanced understanding of the integration of video, graphics, audio, animation, and/or 3D assets;
4. create advanced layer and keyframe functions for text, shape, and character animations;
5. render and output professional motion graphics and VFX projects for video and the web;
6. understand and engage with the history of time-based media and the various stages of the animation process from character and script development through storyboarding, keyframing, timing and integration of various media;
7. practice the workflow of commercial art projects, from concept sketches to the final product;
8. develop and present professional level Portfolio of Motion Graphics/VFX Reel.

---

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

---

Major Topic Outline:

1. Motion Graphics and VFX Workflow and Professional Expectations.
2. Advanced Animation Compositing and Presets.
3. Advanced Layers & Keyframes.
4. Parenting, Nesting, and Precompositing.
5. Expressions.
6. Advanced Typographical Animation.
7. Advanced Abstract & Shape Animation.
8. Advanced Compositing.
9. Advanced 3D Character Animation workflow.
10. Advanced Narrative development.
11. Advanced Lights and Camera Functions.
12. Effects and Presets.
13. Advanced 3D Modeling.
14. Advanced 3D Animation.
15. Advanced Rendering & 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 | <b>No</b> |
| 4. Clean up natural environment      | <b>No</b> |
| 5. Supports green services           | <b>No</b> |

Percent of course: 0%

First term to be offered:

**Next available term after approval**

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

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**Section #1 General Course Information**

**Department:** Art/DMC

**Submitter**

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

---

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

---

**# 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:** Introduction to 2D Animation: Design & Techniques

**Course Description:**

Introduces the principles of 2D digital animation using the latest industry standard software. The course will emphasize design and physical principles, analytical skills, and creativity. Students will learn the fundamental principles of animation, character and environment design, FX animation, and basic narrative development, in order to create successful animated projects.

---

**Type of Course:** Career Technical Preparatory

Is this class challengeable?

**Yes**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**No**

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

**No**

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

**Yes**

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

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** CS-198 or ART-225, or equivalent experience, 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: No**

When do you plan to offer this course?

✓ **Winter**

✓ **Spring**

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

Student Learning Outcomes:

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

1. apply imaging and animation software drawing tools and timeline;
2. apply the 12 Principles of Animation to an animation project;
3. discuss the advantages and disadvantages of classic, motion, and shape tweens to create animation effects versus frame-based animation;
4. create an animated cartoon using imaging and animation software incorporating images, animations, sound effects, and music;
5. apply the time-saving features of animation software, such as the symbols library, pattern brushes and vector brush smoothing, and the motion editor;
6. apply best practices and design principles as they relate to the animation software and demonstrate that knowledge in their projects;
7. list the various stages of the animation process and follow through each stage.

---

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

---

Major Topic Outline:

1. Introduction – Traditional and Digital Animation Explained
2. Production Pipeline
3. Digital Animation Software and Practice
4. Illustration Concepts
5. Narrative Development
6. Imaging software animation techniques

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval

:

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

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**Section #1 General Course Information**

**Department:** Art/ DMC

**Submitter**

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

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

---

**# 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:** Advanced 2D Animation: Design & Techniques

**Course Description:**

Covers advanced principles of 2D animation using the latest industry standard software. The course will emphasize professional workflow and techniques of animation production for multimedia platforms. This includes visual development and pre-production, advanced character design and physics, advanced environment design, FX animation and post-production, portfolio presentation, and industry expectations.

---

**Type of Course:** Career Technical Preparatory

Is this class challengeable?

**Yes**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**No**

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

**No**

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

**Yes**

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

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** DMC-221 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: No

When do you plan to offer this course?

✓ Spring

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate proficiency using the industry standard animation and imaging software applications in the development of professional level 2D animation;
2. recognize and exhibit skills in professional animation workflow and practices;
4. critically analyze creative work and work of others and describe characteristics of well-designed and executed animation;
5. create digital 2D animation based on current industry trends and practices;
6. describe cinematic expression.

---

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

---

Major Topic Outline:

1. Advanced application of of 12 Principles of Animation.
2. Developing Character Model sheets.
3. Character and Environment - Visual Development
4. Run and Walk cycles.
5. 1s, 2s, and 3s-when to use.
6. Building an Animatic to aid timing.
7. Effects animation – fire, clouds/smoke/dust, explosions, vibrations, lightning, etc.
8. Proper staging – economy of staging – Relevant Film theories.
9. Handling scenes and camera movements – 180 degree rule, Continuity, etc.
10. Portfolio Development and Industry expectations.

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

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

Percent of course: 0%

First term to be offered:

**Next available term after approval**

:

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

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**Section #1 General Course Information**

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

**Submitter**

First Name: Dawn  
Last Name: Hendricks  
Phone: 6158  
Email: dawn.hendricks

---

**Course Prefix and Number:** ECE - 142

---

**# Credits:** 1

**Contact hours**

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

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

---

**Course Title:** Media, Technology and the Influences on Child Development

**Course Description:**

Focuses on the implementation and influences of media and technology on the development of the young child. Emphasizes analysis of media and technology tools for effectiveness in supporting the development of young children.

---

**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)?

**Yes**

**Check which General Education requirement:**

**Writing**

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

**Yes**

**Name of degree(s) and/or certificate(s):** Early Childhood Education & Family Studies programs

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**No**

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

**No**

Will this class use library resources?

**Yes**

**Have you talked with a librarian regarding that impact?**

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

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

**GRADING METHOD:**

A-F or Pass/No Pass

**Audit: No**

When do you plan to offer this course?

**✓ Not every term**

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

**Student Learning Outcomes:**

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

1. recognize and articulate the differences that media and technology can have on child development,
2. make informed choices for selecting developmentally appropriate tools for their work with young children,
3. select strategies for supporting children's development with media and technology as common tools.

## 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**

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

**SS: Social Science Outcomes**

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

**SC: Science or Computer Science Outcomes**

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

**Outcomes Assessment Strategies:**

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

:

**Major Topic Outline:**

1. Research on the influence of media and technology on child development.
2. Developmentally appropriate tools for children 3-5 years old.
3. Ways that media and technology can support learning.
4. Ways for integrating media and technology into daily activities.
5. Selecting strategies for promoting developmentally appropriate media and technology choices for young children.

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

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

Percent of course: 0%

First term to be offered:

Specify term: Fall 2014

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

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**Section #1 General Course Information**

**Department:** Health Sciences Department

Submitter

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

---

**Course Prefix and Number:** EMT - 105

---

**# 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 Emergency Medical Services

Course Description:

**Introduces the student to Emergency Medical Services (EMS). Examines the career path for paramedics. Explores structure and function of EMS systems. Includes roles and responsibilities, operations, medical-legal consideration, stress management, blood borne pathogens, and other Oregon specific content.**

---

**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):** **1-Year EMT Certificate**

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**No**

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

**No**

Will this class use library resources?

**Yes**

Have you talked with a librarian regarding that impact?

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

GRADING METHOD:

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

✓ **Fall**

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

Student Learning Outcomes:

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

1. explain the basic structure and function of an EMS system;
2. explain the role of the EMT within the EMS system;
3. explain the educational requirements for national certification and state licensure as an EMT;
4. explain the continuing educational requirements for maintaining national certification and state licensure as an EMT;
5. describe the roll of both the National Registry of EMT's and the State EMS authority;
6. summarize the history of the development of EMS in both the USA and in Oregon;
7. explain the role of the physician adviser;
8. summarize the difference between off-line, on-line, and standing orders/protocols;
9. explain the process of QA/QI in EMS;
10. discuss the role of research in EMS;
11. explain the Star of Life;
12. define the terms: consent, duty to act, negligence, and abandonment;
13. Explain the Good Samaritan Law;
14. compare scope of practice vs. standard of care;
15. understand advance directives such as a living will, DNR, and POLST plan;
16. describe blood borne pathogens and how they are transmitted;
17. list PPE, safe work practices, and engineering controls designed to limit the transmission of blood borne pathogens;
18. discuss the importance of proper documentation;
19. define HIPPA;
20. summarize EMS responder health risks such as stress, fatigue, and scene safety;
21. continue on the educational tract for the AAS-EMT degree.

---

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

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Major Topic Outline:

1. Roles and Responsibilities of the EMT.
  - a. The role of the EMT.
  - b. Professional ethics.
  - c. Benefits and responsibilities of continuing education for the EMT and major benefits of subscribing to professional journals.
  - d. Major purpose of the National Registry of Emergency Medical Technicians.
- d1. EMS Systems.
- d2. Development of the EMS system in the United States.
2. Components of an EMS system.
  - a. QA/QI.
  - b. Responsibilities of the physician medical director regarding direct-line and indirect-line medical control.
3. Research in EMS.
4. Facilities and resources.

- a. STAB/ATAB.
- b. Hospital designation/specialty.
- 5. Medical-Legal Considerations of EMS.
  - a. Categories of law in the United States.
  - b. Medical practice act and its implications in pre hospital care.
  - c. Define the following legal terms.
    - c1. Duty to act.
    - c2. Negligence.
    - c3. Abandonment.
    - c4. Standard of care.
    - c5. Implied consent.
    - c6. Informed consent.
- 6. State motor vehicle laws that apply to emergency vehicles.
- 7. Directives for health care.
  - a. Living Will.
  - b. Durable Power of Attorney.
  - c. Advanced Directive.
  - d. DNR (Do Not Resuscitate) order.
  - e. POLST (Physicians Order for Life Sustaining Treatment).
- 8. Scope of Practice.
- 9. The importance of the medical record.
  - a. HIPAA (Health Information Portability and Accountability Act).
- 10. Incident Response.
  - a. Organization.
    - a1. IC sectors.
  - a2. Responsibilities.
  - b. Triage.
- 11. Stress Management in EMS.
  - a. Define and describe stress.
  - b. Causes of job stress for the EMT.
  - c. Critical incident stress debriefing.
  - d. Grief Process overview.
    - d1. Patient.
    - d2. Family.
    - d3. EMT.
- 12. Blood-Born Pathogens/Communicable Diseases and Safety Precautions.
  - a. Bodies immune system.
  - b. Transmission of disease.
  - c. Precautions to protect pre hospital personnel from Communicable/Infectious disease and Universal precautions.
  - d. College's protocol if injury or exposure occurs during training.
- 13. Demonstrate knowledge of statute and rules of Oregon EMS.
  - a. ORS vs. OAR.
  - b. Certification requirements.
  - c. Recertification requirements.
  - d. Disciplinary actions.
  - e. Reporting requirements.
  - f. Ethics.

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

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

Percent of course: 0%

First term to be offered:

**Next available term after approval**

:

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

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Health Sciences Department

**Submitter**

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

---

**Course Prefix and Number:** EMT - 109

---

**# Credits:** 2

**Contact hours**

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

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

---

**Course Title:** Emergency Response Communication/Documentation

**Course Description:**

Covers principles of communication via verbal, written and electronic modes in the provision of EMS. Documentation of the elements of patient assessment, patient care and transport, communication systems, radio types, reports, codes and correct techniques.

---

**Type of Course:** Career Technical Preparatory

Is this class challengeable?

**No**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**No**

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

**No**

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

**Yes**

**Name of degree(s) and/or certificate(s):** Emergency Medical Technology Certificate

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** EMT-101

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

**No**

Are there corequisites to this course?

**No**

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



**Yes**

**Recommendations:**

**Requirements:** Required credits for the CCC one-year EMT certificate program. Required for transferring to two-year AAS-EMT program

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. use verbal and nonverbal skills when interviewing a patient,
2. describe the strategies for developing patient rapport,
3. differentiate interview techniques used for cooperative, hostile, special needs and cross-cultural patients;
4. describe the general principles regarding the importance of EMS documentation and ways in which documents are used,
5. record pertinent information using correct medical terminology, accurate medical abbreviations and acronyms and appropriate correction techniques in a narrative format utilized by local protocol;
6. describe the function of a dispatch center and the role of dispatchers,
7. list and describe the phases of communications necessary to complete a typical EMS event/call,
8. name the important components of an EMS communication system and the functions of each,
9. describe the purpose of and perform verbal communication of patient information to the hospital via radio, telephone and person to person;
10. request on-line medical directions/orders and document on-line directions/orders,
11. describe basic phone systems, universal access numbers (e.g. 911) and enhanced systems and list differences, advantages and disadvantages of each.

---

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

---

**Major Topic Outline:**

1. Communication.
  - a. Communication component of patient care.
  - b. Interview strategies.
  - c. Components of EMS radio and telephone systems.
  - d. State, federal and FCC regulations.
  - e. 911 systems.
  - f. Dispatch center operations.
  - g. Interagency communication, e.g. HEAR System, OLMC, ECC.
  - h. Medical control.
  - i. New technologies in EMS communication.
  - j. Professional perception/credibility.
2. Documentation.
  - a. Uses of EMS documentation.
  - b. Principles of power documentation.

- c. Types of documentation: written, electronic, recording/dictation.
- d. Document revision and correction.
- e. Documentation of patient refusals.
- f. Special considerations of a mass-casualty & documentation.
- g. Professional perception/credibility.

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

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

Percent of course: 0%

First term to be offered:

**Next available term after approval**

:

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

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** WAFE

**Submitter**

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

---

**Course Prefix and Number:** FRP - 275

---

**# Credits:** 4

**Contact hours**

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

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

---

**Course Title:** Wildland Fire Management 1

**Course Description:**

This course is designed to meet the needs of current and future unit level Fire Program Managers. Students will learn how to identify the basic principle, policies, and procedures to effectively and safely lead, plan, and implement a fire management program. The responsibilities of the Fire Program manager include program management and personal accountability are also covered in this course.

---

**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):** AAS.FSWildland, CC.FSWildland

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** FRP-130 (S-130/S-190/L-180), FRP-131 (S-131/S-133), FRP-249 (L-280), and WR-101 or WR-121

**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: 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. apply fire management principles in sound decision making, business management, human resource management, and administrative functions,
2. use of state-of-the-art tools and methods in fire management programs,
3. recognize the necessity for personal accountability required in fire program management.

---

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

---

Major Topic Outline:

1. Basic principles of Wildland Fire Management
2. Wildland fire policies and procedures
3. Wildland fire risk management and safety
4. Wildland fire leadership
5. Wildland fire program planning
6. Wildland fire management implementation

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

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

Percent of course: 0%

First term to be offered:

**Next available term after approval**

:

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

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** WAFE

**Submitter**

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

---

**Course Prefix and Number:** FRP - 285

---

**# Credits:** 4

**Contact hours**

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

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

---

**Course Title:** Wildland Fire Facilitative Instructor (M-410)

**Course Description:**

This course helps students become effective facilitative instructors. This course improves training delivery and quality by presenting instructional methods with an emphasis on student-oriented adult training techniques. This course is designed for students to meet National Wildfire Coordinating Group (NWCG) instructor requirements.

---

**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):** AS Wildland Fire Management

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** FRP-130, WR-101, or WR-121

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

**No**

Are there corequisites to this course?

**No**

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

**No**

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

**No**

Will this class use library resources?

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

GRADING METHOD:

A-F or Pass/No Pass

**Audit: 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?

**No**

Student Learning Outcomes:

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

1. demonstrate effective facilitative instructor skills while giving three classroom presentations;
2. describe challenges in preparing, completing, and summarizing evaluations;
3. describe the evaluations used in this course and the benefits of evaluations;
4. describe the roles of the instructor, facilitator, and facilitative instructor;
5. identify and explain principles and conditions which apply to adult learning.

---

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

---

Major Topic Outline:

Major topics include;  
Oral communication  
student evaluation techniques  
instructional media equipment  
instructional objectives  
presentation skills  
principles and conditions of learning  
instructional methods  
group dynamics  
presentation outline development  
non-verbal communication  
ethics and legalities  
intercultural communication  
course coordination  
instructional support

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

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

Percent of course: 0%

First term to be offered:

**Next available term after approval**  
:

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

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Show changes since last approval in red

**Section #1 General Course Information**

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

Submitter

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

---

**Course Prefix and Number:** GRN - 165

---

**# 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:** Life Enrichment with Older Adults

Course Description:

Course focuses on creating meaningful activities for older adults in various settings, including long-term care and residential facilities. Focuses on creating person-centered programs that provide enriching activities for adults of all levels of cognitive ability. Includes federal guidelines for activities, as well as documentation. Course fulfills requirements for basic certification in the State of Oregon for Activity Professionals.

---

**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):** Gerontology Certificate of Completion; AAS Human Services Generalist

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**No**

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

**No**



Will this class use library resources?

**Yes**

Have you talked with a librarian regarding that impact?

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

GRADING METHOD:

A-F or Pass/No Pass

**Audit: 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 role of play and leisure in successful aging;
2. create programs that meet the needs and interests of diverse populations;
3. list steps involved in documenting activities;
4. define resident rights in long term settings;
5. discuss the role of the life enrichment professional in agencies and the community.

---

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

---

Major Topic Outline:

1. The Role of the Activity Professional.
2. Person Centered Activity Programs.
3. Elements of Meaningful Activities.
4. Creating, Leading, and Evaluating Activities.
5. MDS Documentation Process.
6. Volunteer Coordination.
7. Resident and Family Rights.

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

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

Percent of course: 0%

First term to be offered:

**Specify term: Fall 2019**

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

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**Section #1 General Course Information**

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

**Submitter**

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

---

**Course Prefix and Number:** GRN - 179

---

**# 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:** Careers in Gerontology

**Course Description:**

This course provides students an introduction to the multidisciplinary field of gerontology. Focus will be on the varied areas students can utilize a gerontology education including healthcare, housing, fitness, community development, and advocacy.

---

**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):** Gerontology Certificate of Completion

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**No**

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

**No**

Will this class use library resources?

**Yes**

Have you talked with a librarian regarding that impact?

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

GRADING METHOD:

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

✓ **Fall**

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

Student Learning Outcomes:

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

1. describe gerontology as a field of study,
2. list various careers in the gerontology field,
3. discuss the impact of an aging population on industries outside the gerontology field,
4. articulate their own goals for working with older adults.

---

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

---

Major Topic Outline:

1. What is Gerontology?
2. Aging demographics.
3. Careers in traditional gerontology settings.
4. Careers in non-traditional settings.
5. Creating a career path in gerontology.

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

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

Percent of course: 0%

First term to be offered:

**Next available term after approval**

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

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Show changes since last approval in red              
  

**Section #1 General Course Information**

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

**Submitter**

First Name: Dawn  
Last Name: Hendricks  
Phone: 6158  
Email: dawn.hendricks

---

**Course Prefix and Number:** HDF - 140

---

**# Credits:** 3

**Contact hours**

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

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

---

**Course Title:** Contemporary American Families

**Course Description:**

This course focuses on the diversity of the American family today and a historical overview of changes in the family environment and structure. Topics will include internal/external factors that influence families such as parenting, culture, gender, divorce, remarriage, economics, and culture.

---

**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)?

**Yes**

**Check which General Education requirement:**

✓ **Oral Communication**

✓ **Social Science**

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

**Yes**

**Name of degree(s) and/or certificate(s):** Early Childhood Education & Family Studies AAS

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**No**

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

**No**

Will this class use library resources?

**Yes**

Have you talked with a librarian regarding that impact?

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

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

GRADING METHOD:

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

✓ **Spring**

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

Student Learning Outcomes:

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

1. evaluate the impact of social and economic factors on families,
  2. evaluate the function of a family,
  3. identify and evaluate the changes in families over time,
  4. describe and demonstrate an understanding of the diversity of families,
  5. describe various family transitions,
  6. demonstrate an understanding of the role of gender in the family system.
-

## 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**

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

**MA: Mathematics Outcomes:**

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

**AL: Arts and Letters Outcomes**

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

**SS: Social Science Outcomes**

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

**SC: Science or Computer Science Outcomes**

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

**Outcomes Assessment Strategies:**

:

**Major Topic Outline:**

1. Images, ideals, and myths.
2. Historical perspectives.
3. Economics.
4. Demographics.
5. Race, class, and gender.
6. Work and family.
7. Intimacy and contemporary marriages.
8. Parents and children.
9. Violence in the family.
10. Divorce and remarriage.
11. Family 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 | <b>No</b> |
| 5. Supports green services      | <b>No</b> |

Percent of course: 0%

First term to be offered:

Next available term after approval  
:

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

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Show changes since last approval in red              
  

**Section #1 General Course Information**

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

**Submitter**

First Name: Dawn  
Last Name: Hendricks  
Phone: 4158  
Email: dawn.hendricks

---

**Course Prefix and Number:** HDF - 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:** Preschool Child Development

**Course Description:**

This course focuses on principles of development in children three to six years, including physical, cognitive, social and emotional growth, observation and assessment. Explores major historical theories of child development and current research and practices.

---

**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)?

**Yes**

**Check which General Education requirement:**

**Writing**  
 **Oral Communication**

**Social Science**

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

**Yes**

**Name of degree(s) and/or certificate(s):** Early Childhood Education & Family Studies AAS

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** HDF-225



Have you consulted with the appropriate chair if the pre-req is in another program?  
Yes (A 'Yes' certifies you have talked with the chair and have received approval.)\*

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Winter

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. summarize the historical perspectives and evolution of major theories of cognitive and socioemotional development in children ages three to six years,
2. identify and explain the importance of the ethical and scientific standards for child development research and practices,
3. identify and discuss current theories, research and emerging trends in the field of early child development;
4. provide examples of major milestones in the physical, cognitive, language and socioemotional domains in children ages two to six years;
6. recognize examples of behaviors from the physical, cognitive, and socioemotional domains of development;
7. describe developmental, cultural and environmental factors that influence children's physical, cognitive, language and socioemotional development during early childhood;
8. explain how culture and language impact a preschool child's development,
9. describe strategies to support development.

## COURSE OUTLINE MAPPING CHART

**Mark outcomes addressed by the course:**

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

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

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

**SP: Speech/Oral Communication Outcomes**

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

**MA: Mathematics Outcomes:**

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

**AL: Arts and Letters Outcomes**

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

**SS: Social Science Outcomes**

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

**SC: Science or Computer Science Outcomes**

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

**Outcomes Assessment Strategies:**✓ **Projects**✓ **Presentations**✓ **Multiple Choice Test**

:

**Major Topic Outline:**

1. Historical and theoretical perspectives of early childhood development.
2. Ethical and critical considerations, national standards.
3. Current issues and emerging trends in early childhood development and practices for preschoolers.
4. Cognitive, language and literacy development in three to six year olds.
5. Perceptual, motor and physical development in three to six year olds.
6. Emotional and social development in three to six year olds.
7. The impact of language and culture on preschool children's development.

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

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

Percent of course: 0%

First term to be offered:

**Next available term after approval**

:

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

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Show changes since last approval in red              
  

**Section #1 General Course Information**

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

Submitter

First Name: **Ida/Yvonne**  
Last Name: **Flippo/Smith**  
Phone: **3363/3207**  
Email: **iflipp/yvannes**

---

**Course Prefix and Number:** HS - 232

---

**# 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:** Case Management

Course Description:

Introduces case management techniques used by corrections and human services professionals in one-on-one and group contacts with clients. Explores a variety of case management materials, with an emphasis placed upon objective case planning and monitoring.

---

**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):** Corrections AAS, Human Services AAS, Juvenile Corrections Certificate

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** Prerequisite or Corequisite: HS-156

**Have you consulted with the appropriate chair if the pre-req is in another program?  
Yes (A 'Yes' certifies you have talked with the chair and have received approval.)\***

Are there corequisites to this course?

**No**

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

**No**

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

**No**

Will this class use library resources?

**Yes**

Have you talked with a librarian regarding that impact?

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

GRADING METHOD:

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

✓ **Spring**

Is this course equivalent to another?

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

**Yes**

Course Number: CJA-232 Title: Case Management

Will this course appear in the college catalog?

**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 use of theory in developing treatment and case management processes;
2. develop and demonstrate effective case management;
3. interpret results of various assessment and classification instruments;
4. develop case planning and case management documents.

---

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

---

Major Topic Outline:

1. Case management theory
2. Assessment
3. Classification
4. Objective case planning
5. Supervision/casework
6. Special populations

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

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

Percent of course: 0%

**Section #2 Course Transferability**

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

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

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

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

**PSU (Portland State University)**

**WOU (Western Oregon University)**

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

Elective

How does it transfer? (Check all that apply)

**general elective**

:

First term to be offered:

**Specify term:** **Spring 2019**

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

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**Section #1 General Course Information**

**Department:** ED, HS and CJA

**Submitter**

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

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**Course Prefix and Number:** HS - 290

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**# Credits:** 3

**Contact hours**

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

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

---

**Course Title:** Special Topics in Human Services

**Course Description:**

This course gives students an opportunity to gain knowledge in a specific area relevant to the field of human services. This topic will be pulled from a comprehensive list identified by human service professionals as having importance for students pursuing work in this field. Variable Credit: 1-3 credits. May be repeated for up to 6 credits.

---

**Type of Course:** Career Technical Preparatory

Is this class challengeable?

**No**

Can this course be repeated for credit in a degree?

**Yes**

**Up to how many credits can this course be repeated to satisfy a degree requirement?** 6

Is general education certification being sought at this time?

**No**

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

**No**

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

**Yes**

**Name of degree(s) and/or certificate(s):** AAS Human Services Generalist; CC Human Services

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**No**

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

**No**

Will this class use library resources?

**Yes**

Have you talked with a librarian regarding that impact?

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

GRADING METHOD:

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

✓ **Not every year**

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

Student Learning Outcomes:

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

1. identify and articulate current information regarding a specific contemporary issue in human services per course topic content,
2. recognize circumstances related to a specific contemporary issue in human services then identify skills and knowledge needed in those circumstances,
3. apply information learned through observation, case studies, or methods.

---

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

---

Major Topic Outline:

1. Specific contemporary issue/topic in human services
2. Impact on individuals
3. Impact on systems
4. Skills and information needed for human services practitioners

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

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

Percent of course: 0%

First term to be offered:

**Specify term:** Winter 2017

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

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**Section #1 General Course Information**

**Department:** SOSI

**Submitter**

First Name: Jackie  
Last Name: Flowers  
Phone: 3405  
Email: jackief@clackamas.edu

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**Course Prefix and Number:** HUM - 237

---

**# 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:** Perspectives on Democracy

**Course Description:**

This course gives students the opportunity to practice the fundamental keystone of democracy: dialogue. The course will explore the variety of American political thought and philosophies through conversations with others in the community, crossing the political spectrum as well as broaching the lines of urban/rural context, socio-economic class, racial and ethnic identity, gender-sex identification, sexuality, age, religious affiliation and non-affiliation, and spiritual practices.

---

**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**No**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**Yes**

**Check which General Education requirement:**

**Arts and Letters**

**Cultural Literacy**

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

**No**

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** WRD-098 or placement in WR-121

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

**No**

Are there corequisites to this course?

**No**

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

**No**

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

**No**

Will this class use library resources?

**Yes**

**Have you talked with a librarian regarding that impact?**

**No**

Is there any other potential 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.

**Yes**

Course Number: SSC-237 Title: Perspectives on Democracy

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

Student Learning Outcomes:

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

1. differentiate between various levels of political participation;
  2. explain the role of political cultures and political socialization in American society;
  3. delineate the tactics and the political and cultural influence of various social movements in American history;
  4. engage in civil political discourse with members of the community, both online and offline.
-

## 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:**

- |                              |                              |
|------------------------------|------------------------------|
| ✓ <b>General Examination</b> | ✓ <b>Projects</b>            |
| ✓ <b>Oral Examination</b>    | ✓ <b>Writing Assignments</b> |
| ✓ <b>Presentations</b>       |                              |

- ✓ **Other Assessment Tools:** group participation

**Major Topic Outline:**

Political Philosophy  
 Political Cultures and Political Socialization  
 Social Movements: History and Theory  
 Role of Religion in Political Discourse and American Society  
 Democracy: Variations and Philosophies  
 National, State, and Local Political Issues and Actors  
 Public Opinion and the Political Process  
 Civil, Civic Engagement in Political Discourse

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

1. Increased energy efficiency **No**

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

Percent of course: 0%

## Section #2 Course Transferability

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

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

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

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

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

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

How does it transfer? (Check all that apply)

- general education or distribution requirement
- general elective
- :

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

Other. Please explain.

Will transfer as distribution requirement to PSU, as all of our HUM/SSC courses.

First term to be offered:

Next available term after approval

:

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

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**Section #1 General Course Information**

**Department:** Manufacturing

**Submitter**

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

---

**Course Prefix and Number:** MFG - 219

---

**# 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:** Robotics

**Course Description:**

An introduction to robotics and industrial motion control. Students will be exposed to the operation, programming and applications of a typical FANUC, six-axis industrial robot. Hands-on activities will include manual tech programming, testing with simulation software and programming of advanced movements.

---

**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 Manufacturing Technology 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:** MFG-209 and MTH-050

**Requirements:**

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

**No**

Will this class use library resources?

**Yes**

Have you talked with a librarian regarding that impact?

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

GRADING METHOD:

A-F or Pass/No Pass

**Audit: No**

When do you plan to offer this course?

✓ **Not every term**

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

Student Learning Outcomes:

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

1. demonstrate the safe, manual operation of a FANUC industrial robot;
2. manipulate the robot with the teach pendant and record simple motions such as machine loading and stacking,
3. write intermediate motion programs,
4. perform software simulations to verify correct motion and timing of programs,
5. interface robotics hardware with a CNC machine tool to facilitate automated machining,
6. access the machine vision capabilities of the robot to select object based upon shape, orientation and color.

---

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

---

Major Topic Outline:

1. Introduction to robotics.
2. Manual operation and safety.
3. Robot programming.
4. Industrial applications.
5. Electromechanical systems.
6. Fluid power systems.
7. End-of-arm tooling and sensors.
8. Interfacing robots with other industrial systems.
9. Machine vision.
10. Preventative maintenance of robotic systems.

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

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

Percent of course: 0%

First term to be offered:

Specify term: 2015/SP

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**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 - 297

---

**# 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 Environmental Politics

**Course Description:**

Explores and assesses the politics informing environmental policy; the tension between politics, policy and scientific expertise; the role of the legislative, executive, and judicial branches of government in crafting and implementing environmental policy; and the critical impact non-governmental institutions and pressure groups have on environmental policy development and outcomes.

---

**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**Yes**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**Yes**

**Check which General Education requirement:**

**✓ Social Science**

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

**No**

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**Yes**



**Recommendations:** WRD-098 or placement in WR-121

**Requirements:**

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

**No**

Will this class use library resources?

**Yes**

Have you talked with a librarian regarding that impact?

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

**GRADING METHOD:**

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

✓ **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 and reflect both orally and in writing on pertinent environmental issues of the day, (SS1)
  2. recognize and describe agenda setting in the environmental policy process, (SS1) (SS2)
  3. demonstrate through written projects a broad understanding of environmental politics and the environmental movement, (SS1) (SS2)
  4. participate in discussions with a well-developed political perspective, (SS1) (SS2)
  5. recognize and explain the interconnectedness of politics, policy and the environment, and how environmental politics affect their daily lives. (SS1) (SS2)
-

## COURSE OUTLINE MAPPING CHART

## Mark outcomes addressed by the course:

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

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

## WR: Writing Outcomes

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

## SP: Speech/Oral Communication Outcomes

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

## MA: Mathematics Outcomes:

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

## AL: Arts and Letters Outcomes

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

## SS: Social Science Outcomes

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

## SC: Science or Computer Science Outcomes

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

## CL: Cultural Literacy Outcome

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

## Outcomes Assessment Strategies:

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

:

## Major Topic Outline:

1. U.S. Global Warming Policy: Unique Situations and the Roles of State and Local Governments.
2. Role of Resource Development in Environmental Policy Processes.
3. Role of Environmental Regulation in the Environmental Policy Processes.
4. Role of Public Opinion in Environmental Policy Processes.
5. Conflicts and Consensus on Water and Air Quality Policies.
6. The Political Framing of Environmental Issues.
7. Ethical Implications and Considerations for Policymakers and Public Administrators Who Serve as Both Environmental Stewards and Partisan Political Actors.
8. Case Studies in Environmental Politics.
9. Historical Trends and Dynamics of the Environmental Movement.

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

1. Increased energy efficiency **No**

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

Percent of course: 0%

### Section #2 Course Transferability

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

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

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

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

**PSU (Portland State University)**

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

How does it transfer? (Check all that apply)

**general elective**

:

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

**Other. Please explain.**

Comparison of course offerings at other Oregon colleges.

First term to be offered:

Next available term after approval

:

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

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** SOSI

**Submitter**

First Name: Jackie  
Last Name: Flowers  
Phone: x3405  
Email: jackief@clackamas.edu

---

**Course Prefix and Number:** SSC - 237

---

**# 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:** Perspectives on Democracy

**Course Description:**

This course gives students the opportunity to practice the fundamental keystone of democracy: dialogue. The course will explore the variety of American political thought and philosophies through conversations with others in the community, crossing the political spectrum as well as broaching the lines of urban/rural context, socio-economic class, racial and ethnic identity, gender-sex identification, sexuality, age, religious affiliation and non-affiliation, and spiritual practices.

---

**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**No**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**Yes**

**Check which General Education requirement:**

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

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

**No**

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** WRD-098 or placement in WR-121

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

**No**

Are there corequisites to this course?

**No**

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

**No**

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

**No**

Will this class use library resources?

**Yes**

Have you talked with a librarian regarding that impact?

**No**

Is there any other potential 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.

**Yes**

Course Number: HUM-237 Title: Perspectives on Democracy

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

Student Learning Outcomes:

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

1. differentiate between various levels of political participation;
  2. explain the role of political cultures and political socialization in American society;
  3. delineate the tactics and the political and cultural influence of various social movements in American history;
  4. engage in civil political discourse with members of the community, both online and offline.
-

## COURSE OUTLINE MAPPING CHART

**Mark outcomes addressed by the course:**

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

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

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

**SP: Speech/Oral Communication Outcomes**

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

**MA: Mathematics Outcomes:**

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

**AL: Arts and Letters Outcomes**

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

**SS: Social Science Outcomes**

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

**SC: Science or Computer Science Outcomes**

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

**CL: Cultural Literacy Outcome**

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

**Outcomes Assessment Strategies:**

- |                              |                              |
|------------------------------|------------------------------|
| ✓ <b>General Examination</b> | ✓ <b>Projects</b>            |
| ✓ <b>Oral Examination</b>    | ✓ <b>Writing Assignments</b> |
| ✓ <b>Presentations</b>       |                              |

- ✓ **Other Assessment Tools:** group participation

**Major Topic Outline:**

Political Philosophy  
 Political Cultures and Political Socialization  
 Social Movements: History and Theory  
 Role of Religion in Political Discourse and American Society  
 Democracy: Variations and Philosophies  
 National, State, and Local Political Issues and Actors  
 Public Opinion and the Political Process  
 Civil, Civic Engagement in Political Discourse

**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)

will transfer to PSU as distribution elective, as do all of our HUM/SSC courses.

How does it transfer? (Check all that apply)

- general education or distribution requirement
- general elective
- :

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

First term to be offered:

Specify term: spring

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

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Show changes since last approval in red

**Section #1 General Course Information**

**Department:** WAFE

Submitter

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

---

**Course Prefix and Number:** USP - 201

---

**# 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:** Drone Operations Basics: Part 107

Course Description:

This course will prepare students to take the Part 107 Aeronautical Knowledge Test to become a commercial drone pilot. It will cover topics such as: rules and regulations, aerodynamics, navigation, airspace and weather. This course will provide hands-on training for drone operations, including system fundamentals, safety procedures, hazard recognition and air crew performance.

---

**Type of Course:** Career Technical Preparatory

Is this class challengeable?

**No**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**No**

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

**No**

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

**No**

Are there prerequisites to this course?

**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. interpret local, state, and federal regulations and laws involving Unmanned Aircraft Systems;
2. complete the Federal Aviation Administration (FAA) Part 107 written exam;
3. file for a Certificates of Waiver or Authorization (COA) with the FAA;
4. register a commercial Unmanned Aerial Systems (UAS) with the state and federal aviation administrations;
5. operate a UAS with a payload safely and efficiently.

---

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

---

Major Topic Outline:

1. State and federal aviation regulations and laws
2. General navigation
3. Flight Planning
4. Aviation communications
5. Aviation weather

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

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

Percent of course: 0%

First term to be offered:

**Next available term after approval**

:

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

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** WAFE

**Submitter**

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

---

**Course Prefix and Number:** USP - 205

---

**# Credits:** 2

**Contact hours**

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

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

---

**Course Title:** Practical Drone Applications

**Course Description:**

This course will provide the opportunity for students to develop and implement a real-world drone project, such as: geographic data collection, aerial photography and videography; real-time aerial observation and other remotely piloted aircraft applications.

---

**Type of Course:** Career Technical Preparatory

Is this class challengeable?

**No**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**No**

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

**No**

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

**No**

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**No**

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

**No**

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Not every term

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. identify capabilities of Unmanned Aerial Systems (UAS) and payload according to mission needs;
2. apply UAS operations to accommodate project needs;
3. establish and manage the workflow from project conception to completion;
4. collect and manage data collected by a UAS.

---

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

---

Major Topic Outline:

1. UAS capabilities.
2. UAS payloads.
3. Data collection and management.
4. Project management.

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval

:

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

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** WAFE

**Submitter**

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

---

**Course Prefix and Number:** USP - 210

---

**# Credits:** 1

**Contact hours**

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

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

---

**Course Title:** Drones: Design and Build

**Course Description:**

This course provides students with the opportunity to design, build, program and maintain their own drone aircraft. After successful completion, students will leave the course with their own operable Uncrewed Aircraft System (UAS).

---

**Type of Course:** Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

Yes

**Pre-reqs:** USP-201 and USP-205

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

No

Are there corequisites to this course?

No

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

No

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

**No**

Will this class use library resources?

**Yes**

Have you talked with a librarian regarding that impact?

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

GRADING METHOD:

A-F or Pass/No Pass

**Audit: No**

When do you plan to offer this course?

✓ **Not every term**

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**No**

Will this course appear in the schedule?

**No**

Student Learning Outcomes:

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

1. design and build an Unmanned Aerial System (UAS),
2. configure payloads based on UAS capabilities and mission requirements,
3. program and maintain a UAS.

---

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

---

Major Topic Outline:

1. UAS components.
2. Basic low-voltage electricity and soldering.
3. UAS programming using open-source code.
4. Repair and maintenance of UAS.

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

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

Percent of course: 0%

First term to be offered:

**Next available term after approval**

:

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## Curriculum Committee Membership 18-19

### Curriculum Committee/Curriculum Office

| Member            | Committee Role  | Ending Term | Term Cycle |
|-------------------|---|-------------|------------|
| Frank Corona      | Chair   | 2020/SP     | 2-year     |
| Jeff McAlpine     | Alternate Chair                                       | 2020/SP     | 2-year     |
| MaryJean Williams | Alternate Chair                                       | 2020/SP     | 2-year     |
| David Plotkin     | Vice President, Instruction & Student Services        | Ex-Officio  | Permanent  |
| Jason Kovac       | Dean, Institutional Effectiveness & Planning          | Ex-Officio  | Permanent  |
| Dru Urbassik      | Director, Curriculum & Scheduling                     | Ex-Officio  | Permanent  |
| Megan Feagles     | Curriculum & Scheduling Office/Recorder               | Ex-Officio  | Permanent  |
| Elizabeth Carney  | Assessment Coordinator                                | Ex-Officio  | Permanent  |
| Rotates           | ASG Student Representative (Clare Hansen, Pres 18-19) | Ex-Officio  | Permanent  |
| TBD               | Library   | 2021/SP     | 3-year     |
| MaryJean Williams | Part-Time Faculty                                     | 2020/SP     | 3-year     |

### Academic Foundations and Connections (AFAC)

| Member         | Committee Role   | Ending Term | Term Cycle |
|----------------|--|-------------|------------|
| Tara Sprehe    | Dean, AFAC   | Ex-Officio  | Permanent  |
| Darlene Geiger | AFAC   | Ex-Officio  | Permanent  |
| Karen Ash      | Director, Financial Aid                                  | Ex-Officio  | Permanent  |
| Sarah Steidl   | Graduation Services                                      | Ex-Officio  | 3-year     |
| Dustin Bare    | Director, Student Academic Support Services or Registrar | 2020/SP     | 3-year     |
| Lupe Martinez  | Faculty-At-Large   | 2019/SP     | 3-year     |
| Kara Leonard   | Academic and Career Coaches                              | 2020/SP     | 3-year     |
| Suzanne Munro  | Basic Skills Development & ESL                           | 2020/SP     | 3-year     |
| Jeff McAlpine  | English  | 2021/SP     | 3-year     |
| Tracy Nelson   | Health/Physical Education                                | 2021/SP     | 3-year     |
| Scot Pruyn     | Math   | 2020/SP     | 3-year     |

### Arts & Sciences

| Member         | Committee Role                                    | Ending Term | Term Cycle |
|----------------|---|-------------|------------|
| Sue Goff       | Dean, Arts & Science                              | Ex-Officio  | Permanent  |
| Lisa Reynolds  | Associate Dean, Arts & Science                    | Ex-Officio  | Permanent  |
| Rich Albers    | Computer Science                                  | 2021/SP     | 3-year     |
| Rick Carino    | Faculty-At-Large                                  | 2020/SP     | 3-year     |
| TBD            | Faculty-At-Large                                  | 2022/SP     | 3-year     |
| Nora Brodnicki | Art, Comm, Theatre, Journalism, World Lang, Music | 2020/SP     | 3-year     |
| Frank Corona   | Business/Computer Science, Horticulture           | 2021/SP     | 3-year     |
| Lilly Mayer    | Sciences and Engineering                          | 2019/SP     | 3-year     |
| Jackie Flowers | Social Sciences                                   | 2019/SP     | 3-year     |

### Technology, Applied Science, and Public Services (TAPS)

| Member         | Committee Role  | Ending Term | Term Cycle |
|----------------|---|-------------|------------|
| Cynthia Risan  | Dean, TAPS  | Ex-Officio  | Permanent  |
| Shalee Hodgson | Associate Dean, TAPS  | Ex-Officio  | Permanent  |
| Sharron Furno  | Faculty-At-Large  | 2021/SP     | 3-year     |
| Dave Bradley   | Automotive  | 2021/SP     | 3-year     |
| Ida Flippo     | Education, Human Services, Criminal Justice/Public Services | 2020/SP     | 3-year     |
| Mike Mattson   | Manufacturing Technology                                    | 2021/SP     | 3-year     |
| Helen Wand     | Nursing, Allied Health                                      | 2021/SP     | 3-year     |
| Jeff Ennenga   | Wilsonville, Apprenticeship, Fire, Emergency                | 2020/SP     | 3-year     |

## Review Teams and Sub-Committees

### Academic Foundations and Connections (AFAC) Review Team

| Member               | Ending Term |
|----------------------|-------------|
| Tara Sprehe          | Ex-Officio  |
| Darlene Geiger       | Ex-Officio  |
| Sarah Steidl         | Ex-Officio  |
| Dustin Bare          | 2020/SP     |
| Kara Leonard         | 2020/SP     |
| Lupe Martinez        | 2019/SP     |
| Jeff McAlpine (Lead) | 2021/SP     |
| Suzanne Munro        | 2020/SP     |
| Tracy Nelson         | 2021/SP     |

### Arts & Sciences Review Team

| Member                 | Ending Term |
|------------------------|-------------|
| Lisa Reynolds (Lead)   | Ex-Officio  |
| Sue Goff               | Ex-Officio  |
| Nora Brodnicki         | 2020/SP     |
| Rick Carino            | 2020/SP     |
| Frank Corona           | 2021/SP     |
| Jackie Flowers         | 2019/SP     |
| TBD (Faculty-At-Large) | 2022/SP     |
| Lilly Mayer            | 2019/SP     |

### Technology, Applied Sciences, and Public Services (TAPS) Review Team

| Member                | Ending Term |
|-----------------------|-------------|
| Shalee Hodgson (Lead) | Ex-Officio  |
| Cynthia Risan         | Ex-Officio  |
| Dave Bradley          | 2021/SP     |
| TBD                   | 2022/SP     |
| Mike Mattson          | 2021/SP     |
| Jeff Ennenga          | 2020/SP     |

### Related Instruction Sub-Committee

| Member                | Ending Term |
|-----------------------|-------------|
| Shalee Hodgson (Lead) | Ex-Officio  |
| Sarah Steidl          | Ex-Officio  |
| Scot Pruyn            | 2020/SP     |
| Tracy Nelson          | 2021/SP     |
| MaryJean Williams     | 2020/SP     |

### General Education Sub-Committee

| Member               | Ending Term |
|----------------------|-------------|
| Lisa Reynolds (Lead) | Ex-Officio  |
| Tara Sprehe          | Ex-Officio  |
| Dustin Bare          | 2020/SP     |
| Jackie Flowers       | 2019/SP     |
| Jeff McAlpine        | 2021/SP     |
| Lupe Martinez        | 2019/SP     |

| <b>Course Number</b> | <b>Title</b>                               | <b>Implementation</b> |
|----------------------|--|-----------------------|
| ART-106              | Animation & Motion Graphics I              | 2019/SU               |
| ART-107              | Animation & Motion Graphics II             | 2019/SU               |
| ART-108              | Animation & Motion Graphics III            | 2019/SU               |
| ART-221              | Introduction to 2D Animation: Design &     | 2019/SU               |
| ART-222              | Advanced 2D Animation: Design & Techniques | 2019/SU               |



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

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Show changes since last approval in red

Date approved: June 1, 2018 Certified General Education Area(s): None

**Section #1 General Course Information**

**Department:** Art

**Submitter**

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

---

**Course Prefix and Number:** ART - 106

---

**# 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:** Animation & Motion Graphics I

**Course Description:**

Introduction to the fundamentals of animation and motion graphics design. This project-based course will explore experimental and new technological approaches to creating digital effects and animation for video and web-based applications. Students will learn the basics of industry standard 3D and compositing software to create successful VFX, 3D Animation, and Motion Graphics projects.

---

**Type of Course:** Career Technical Preparatory

Is this class challengeable?

**Yes**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**No**

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

**No**

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

**Yes**

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

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**Yes**

**Recommendations:** ART-221, ART-225, ART-226, and DMC-104

**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**

Is this course equivalent to another?

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

**Yes**

Course Number: DMC-106 Title: Animation & Motion Graphics I

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

Student Learning Outcomes:

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

1. proficiently use the Adobe After Effects software compositing tools and timeline for the creation of a motion graphics reel;
2. model 3D assets for a composition using Maxon Cinema 4D software;
3. create a composition that exhibits an understanding of the integration of video, graphics, audio, animation, and/or 3D models;
4. create layers and apply keyframes for text, shape, and character animations;
5. render and output motion graphics and VFX projects for video and the web;
6. discuss the history of time-based media and the various stages of the animation process from character and script development through storyboarding, keyframing, timing and integration of various media;
7. convert the workflow of commercial art projects, from concept sketches to the final product.

---

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

---

Major Topic Outline:

1. Introduction to Motion Graphics Workflow.
2. Basic Animation, Compositing and Presets.
3. Basic Layers & Keyframes.
4. Basic Text Animation.
5. Basic Abstract & Shape Animation.
6. Basic Masking.
7. Basic 3D Character Animation workflow.
8. Basic 3D Modeling.
9. Basic 3D Animation.
10. Rendering & Output.

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

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

5. Supports green services

**No**

Percent of course: 0%

First term to be offered:

**Next available term after approval**

:

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

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Show changes since last approval in red           

Date approved: May 18, 2018 Certified General Education Area(s): None

**Section #1 General Course Information**

**Department:** Art

**Submitter**

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

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**Course Prefix and Number:** ART - 107

---

**# 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:** Animation & Motion Graphics II

**Course Description:**

This project-based course will explore intermediate aspects of experimental and new technological approaches to creating digital effects and animation for video and web-based applications. Students will learn intermediate features of Adobe After Effects to create successful motion graphics projects.

---

**Type of Course:** Career Technical Preparatory

Is this class challengeable?

**Yes**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**No**

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

**No**

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

**No**

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** ART-106 or DMC-106

**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:** ART-221, ART-225, ART-226, and DMC-104. Previous experience with computer graphics and digital video

**Requirements:**

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

**No**

Will this class use library resources?

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

**GRADING METHOD:**

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

✓ **Spring**

Is this course equivalent to another?

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

**Yes**

Course Number: DMC-107 Title: Animation & Motion Graphics II

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

**Student Learning Outcomes:**

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

1. proficiently use the Adobe After Effects software compositing tools and timeline for the creation of a portfolio quality motion graphics reel,
2. create intermediate level animation using Adobe After Effects using an understanding of the integration of video, graphics, audio, animation, and/or still images;
3. create advanced layer and keyframe functions for text, shape, and character animations;
4. render and output a motion graphics project for video and the web,
5. discuss the history of time-based media and the various stages of the animation process from character and script development through storyboarding, keyframing, timing and integration of various media;
6. convert the workflow of commercial art projects, from concept sketches to the final product.

---

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

---

**Major Topic Outline:**

1. Motion Graphics Workflow.
2. Animation Compositing and Presets.
3. Layers & Keyframes.
4. Text Animation.
5. Abstract & Shape Animation.
6. Lights and Cameras.
7. Masking.
8. Character Animation.
9. Narrative Development.
10. Basic 3D Modeling.
11. Basic 3D Animation.
12. Rendering & 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 | <b>No</b> |
| 4. Clean up natural environment      | <b>No</b> |
| 5. Supports green services           | <b>No</b> |

Percent of course: 0%

First term to be offered:

**Next available term after approval**

:

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

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Show changes since last approval in red

Date approved: June 1, 2018 Certified General Education Area(s): None

**Section #1 General Course Information**

**Department:** Art

**Submitter**

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

---

**Course Prefix and Number:** ART - 108

---

**# 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:** Animation & Motion Graphics III

**Course Description:**

Continuation of the process of animation and motion graphics design. This project-based course explores advanced aspects of experimental and new technological approaches to creating digital effects and animation for video and web-based applications. The course presents advanced aspects of industry standard 3D and compositing software to create successful VFX, 3D Animation, and Motion Graphics projects.

---

**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 DMC

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** ART-107 or DMC-107

**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.

**Yes**

Course Number: DMC-108 Title: Animation & Motion Graphics III

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

Student Learning Outcomes:

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

1. proficiently use the Adobe After Effects software compositing tools and timeline for the creation of professional level motion graphics reel;
2. create advanced animation projects using Adobe After Effects and Maxon Cinema 4D software;
3. exhibit an advanced understanding of the integration of video, graphics, audio, animation, and/or 3D assets;
4. create advanced layer and keyframe functions for text, shape, and character animations;
5. render and output professional motion graphics and VFX projects for video and the web;
6. understand and engage with the history of time-based media and the various stages of the animation process from character and script development through storyboarding, keyframing, timing and integration of various media;
7. practice the workflow of commercial art projects, from concept sketches to the final product;
8. develop and present professional level Portfolio of Motion Graphics/VFX Reel.

---

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

---

Major Topic Outline:

1. Motion Graphics and VFX Workflow and Professional Expectations.
2. Advanced Animation Compositing and Presets.
3. Advanced Layers & Keyframes.
4. Parenting, Nesting, and Precompositing.
5. Expressions.
6. Advanced Typographical Animation.
7. Advanced Abstract & Shape Animation.
8. Advanced Compositing.
9. Advanced 3D Character Animation workflow.
10. Advanced Narrative development.
11. Advanced Lights and Camera Functions.
12. Effects and Presets.
13. Advanced 3D Modeling.
14. Advanced 3D Animation.
15. Advanced Rendering & Output.

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



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

Percent of course: 0%

First term to be offered:

**Next available term after approval**

:

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

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Show changes since last approval in red

Date approved: February 5, 2016 Certified General Education Area(s): None

**Section #1 General Course Information**

**Department:** Art

**Submitter**

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

---

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

---

**# 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:** Introduction to 2D Animation: Design & Techniques

**Course Description:**

Introduces the principles of 2D digital animation using the latest industry standard software. The course will emphasize design and physical principles, analytical skills, and creativity. Students will learn the fundamental principles of animation, character and environment design, FX animation, and basic narrative development, in order to create successful animated projects.

---

**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):**

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**Yes**

**Recommendations:** CS-195, ART-131, and ART-225

**Requirements:**

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

**No**

Will this class use library resources?

**Yes**

**Have you talked with a librarian regarding that impact?**

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

**GRADING METHOD:**

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

✓ **Winter**

✓ **Spring**

Is this course equivalent to another?

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

**Yes**

Course Number: DMC-221 Title: Introduction to 2D Animation: Design & Techniques

Will this course appear in the college catalog?

**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 imaging and animation software drawing tools and timeline;
2. apply the 12 Principles of animation to an animation project;
3. discuss the advantages and disadvantages of classic, motion, and shape tweens to create animation effects versus frame-based animation;
4. create an animated cartoon using imaging and animation software; incorporating images, animations, sound effects, and music;
5. apply the time-saving features of animation software, such as the symbols library, pattern and custom brushes, vector brush smoothing, and the motion editor;
6. apply best practices and design principles as they relate to the animation software and demonstrate that knowledge in their projects;
7. list the various stages of the animation process: visual development, character and environment design, script development, storyboarding, animation production, FX animation, sound, and post-production, and follow through each stage in the development of their projects.

---

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

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**Major Topic Outline:**

1. Introduction – Traditional and Digital Animation Explained
2. Production Pipeline
3. Digital Animation Software and Practice
4. Illustration Concepts
5. Narrative Development
6. Imaging software animation techniques

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

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

5. Supports green services

**No**

Percent of course: 0%

First term to be offered:

**Specify term:** Winter term 2017

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

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Show changes since last approval in red

Date approved: February 2, 2018 Certified General Education Area(s): None

**Section #1 General Course Information**

**Department:** Art

**Submitter**

First Name: Thomas  
Last Name: Wasson  
Phone: 3037  
Email: tomw

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

---

**# 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:** Advanced 2D Animation: Design & Techniques

**Course Description:**

Covers advanced principles of 2D animation using the latest industry standard software. The course will emphasize professional workflow and techniques of animation production for multimedia platforms. This includes visual development and pre-production, advanced character design and physics, advanced environment design, FX animation and post-production, portfolio presentation, and industry expectations.

---

**Type of Course:** Career Technical Supplementary

Can this course be repeated for credit in a degree?

**No**

What is the target audience/industry for this class?

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-221 or equivalent experience

**Requirements:**

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

**No**

Will this class use library resources?

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

**GRADING METHOD:**

A-F or Pass/No Pass

**Audit: No**

When do you plan to offer this course?

✓ **Spring**

Is this course equivalent to another?

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

**Yes**

Course Number: DMC-222 Title: Advanced 2D Animation: Design & Techniques

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

**Student Learning Outcomes:**

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

1. demonstrate proficiency using the industry standard animation and imaging software applications in the development of professional level 2D animation;
  2. recognize and exhibit skills in professional animation workflow and practices, including visual development and pre-production, advanced character design and physics, advanced environment design, FX animation and post-production;
  3. demonstrate strong drawing and narrative development skills;
  4. critically analyze creative work and work of others and describe characteristics of well-designed and executed animation;
  5. create digital 2D animation based on current industry trends and practices;
  6. describe cinematic expression.
-

## 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**

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

**SC: Science or Computer Science Outcomes**

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

**Outcomes Assessment Strategies:**

:

**Major Topic Outline:**

1. Advanced application of 12 Principles of Animation.
2. Developing Character Model sheets.
3. Character and Environment - Visual Development
4. Run and Walk cycles.
5. 1s, 2s, and 3s-when to use.
6. Building an Animatic to aid timing.
- 7.. Effects animation – fire, clouds/smoke/dust, explosions, vibrations, lightning, etc.
8. Proper staging – economy of staging – Relevant Film theories.
9. Handling scenes and camera movements – 180 degree rule, Continuity, etc.
10. Portfolio Development and Industry expectations.

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

- |                                      |           |
|--------------------------------------|-----------|
| 1. Increased energy efficiency       | <b>No</b> |
| 2. Produce renewable energy          | <b>No</b> |
| 3. Prevent environmental degradation | <b>No</b> |

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

Percent of course: 0%

First term to be offered:

**Next available term after approval**  
:

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**1. Course Hours, Instructional Method, Credits Change**

| Course  | Current Hours/Credits | Proposed Hours/Credits |
|---------|-----------------------|------------------------|
| DMC-109 | 22 LE/LA; 1 Credit    | 66 LE/LA; 3 Credits    |

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

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** DMC/ ART

**Submitter**

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

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**Course Prefix and Number:** DMC - 109

---

**# Credits:** 3

**Contact hours**

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

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

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**Course Title:** Introduction to Stop Motion Animation

**Course Description:**

Introduces basic stop motion animation tools, materials, techniques and elements of storyboarding, scripting, narrative development, compositing, special effects and audio integration into a final group film. Assignments include character development, rigging, set creation, photography, video compositing, and audio recording and synching. Uses digital cameras and industry-standard stop motion software.

---

**Type of Course:** Career Technical Preparatory

Is this class challengeable?

**Yes**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**No**

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

**No**

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

**Yes**

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

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**Yes**

**Recommendations:** DMC-106 and ART-225

**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 an ability to plan and film/photograph an animated story using stop motion techniques and edit the resulting footage into a completed film;
2. demonstrate an ability to develop and use characters, symbols and storytelling as they relate to communication and expression in film and media arts;
3. proficiently use skills related to character development and storytelling;
4. proficiently use various stop motion media and craft approaches and to have an increased knowledge of Animation and Film History.

---

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

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Major Topic Outline:

1. Persistence of Motion, the Phi Phenomenon, frame rate, and the perception of motion using still images.
2. Explore pre-production, production and post-production for a stop motion film.
3. Set design for stop motion, including Forced Perspective.
4. Use of character and story arc to communicate meaning in a film.
5. Shape, form, movement, space, color, and composition in relation to film.
6. Value and color in light and shadow in stop motion sets.
7. Individual and group movements in animation.
8. Varied stop motion and general animation techniques and craft.
9. Basic audio recording and synching to action.
10. Sound effects and music and their impact on and relation to perceived vision.

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:



| <b>Course Number</b> | <b>Title</b>                              | <b>Implementation</b> |
|----------------------|---|-----------------------|
| MBC-115              | Insurance Billing and Reimbursement I     | 2019/SU               |
| MBC-116              | Insurance Billing and Reimbursement II    | 2019/SU               |
| MBC-120              | Introduction to Medical Coding            | 2019/SU               |
| MBC-125              | ICD-10 Coding I                           | 2019/SU               |
| MBC-126              | CPT/HCPCS Coding I                        | 2019/SU               |
| MBC-135              | Law and Ethics for Healthcare Professions | 2019/SU               |
| MBC-140              | Billing and Coding Exam Review            | 2019/SU               |
| MBC-225              | ICD-10, CPT® and HCPCS Coding II          | 2019/SU               |

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

**Consent Agenda Requests**

**Section #1 General Course Information**

**Department:** AHTH Allied Health

**Submitter**

First Name: Cindy  
Last Name: Garner  
Phone: 503-594-0672  
Email: Cindy.garner@clackamas.edu

**Course Prefix and Number:** MBC - 115

**# 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:** Insurance Billing and Reimbursement I

**Course Description:**

First course of a two part series. This course introduces the student to health insurance, insurance billing and reimbursement. Students will study the health insurance industry, legal and regulatory issues, and differences in reimbursement methods. The principles of medical billing will be covered, including proper claim form preparation. Required: Student Petition.

**Type of Course:** Career Technical Preparatory

**Reason for the new course:**

New program creation

**Is this class challengeable?**

**No**

**Can this course be repeated for credit in a degree?**

**No**

**Is general education certification being sought at this time?**

**No**

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

**No**

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

**Yes**

**Name of degree(s) and/or certificate(s):** Medical Billing and Coding 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:**

**Requirements:** Medical Billing and Coding students only. Student Petition.

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

**No**

Will this class use library resources?

**Yes**

**Have you talked with a librarian regarding that impact?**

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

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

**GRADING METHOD:**

A-F Only

**Audit: No**

When do you plan to offer this course?

✓ **Fall**

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

**Student Learning Outcomes:**

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

1. describe the foundations of healthcare from a medical billing perspective;
2. explain the types of health insurance models;
3. describe the importance of the patient registration process, including required forms;
4. identify laws that pertain to the role of a medical biller;
5. explain the process of a physician-based insurance claim;
6. complete insurance claim forms;
7. describe the importance of provider documentation;
8. demonstrate how to apply medical necessity standards;
9. identify the importance of medical coding to the claim.

---

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

---

**Major Topic Outline:**

1. introduction to healthcare
2. the role of an insurance billing specialist
3. laws that pertain to billing
4. health insurance models
5. government payers (Medicare, Medicaid, Tricare, Worker's Compensation)
6. private insurance companies
7. patient registration
8. the importance of medical coding to the claim form
9. medical necessity
10. billing claim forms

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

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

**Consent Agenda Requests**

**Section #1 General Course Information**

**Department:** AHTH Allied Health

**Submitter**

First Name: Cindy  
Last Name: Garner  
Phone: (503) 594-0672  
Email: cindy.garner@clackamas.edu

**Course Prefix and Number:** MBC - 116

**# 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:** Insurance Billing and Reimbursement II

**Course Description:**

This course will continue to discuss health insurance and insurance billing, with a focus on healthcare reimbursement. Students will practice the principles of accounts receivable management from claim submission and follow up to posting payments received. Students will apply payments to patient accounts and track claims for correct payment. Legal and regulatory issues as they pertain to healthcare reimbursement are reviewed as well as the differences in reimbursement methods. Required: Student Petition.

**Type of Course:** Career Technical Preparatory

**Reason for the new course:**

New Billing and Coding Program creation.

**Is this class challengeable?**

**No**

**Can this course be repeated for credit in a degree?**

**No**

**Is general education certification being sought at this time?**

**No**

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

**No**

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

**Yes**

**Name of degree(s) and/or certificate(s):** Medical Billing and Coding Certificate

**Are there prerequisites to this course?**

**Yes**

**Pre-reqs:** MBC-115 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:**

**Requirements:** Medical Billing and Coding students only. Student Petition.

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

**GRADING METHOD:**

A-F Only

**Audit: 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. explain the claims process from submission to payment;
2. interpret the insurance company reimbursement forms;
3. interpret claim denials and review them for accuracy;
4. discuss claim appeals and when they are appropriate;
5. explain Accounts Receivable (A/R) management and the revenue cycle;
6. post payments to A/R accounts and create patient statements;
7. explain the collections process.

---

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

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**Major Topic Outline:**

1. continue insurance discussions
2. billing claim forms
3. how to track insurance claims from submission to payment
4. how to read Explanation of Benefits and Remittance Advice
5. the revenue cycle and how to work it
6. claim denials
7. claim appeals
8. the importance of office policies

- 9. posting payments and creating patient statements
- 10. collections process

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

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

Percent of course: 0%

First term to be offered:

**Specify term:** Winter 2020

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

**Consent Agenda Requests**

**Section #1 General Course Information**

**Department:** AHTH Allied Health

**Submitter**

First Name: Cindy  
Last Name: Garner  
Phone: (503) 594-0672  
Email: cindy.garner@clackamas.edu

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

**# Credits:** 3

**Contact hours**

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

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

**Course Title:** Introduction to Medical Coding

**Course Description:**

This course will explore the fundamental medical coding skills for professional services, such as physicians, mid-level providers, etc. Students will investigate the fundamentals of Diagnostic and Procedural medical coding. Required: Student Petition.

**Type of Course:** Career Technical Preparatory

**Reason for the new course:**

New Billing and Coding Program creation.

**Is this class challengeable?**

**No**

**Can this course be repeated for credit in a degree?**

**No**

**Is general education certification being sought at this time?**

**No**

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

**No**

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

**Yes**

**Name of degree(s) and/or certificate(s):** Medical Billing and Coding 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:**

**Requirements:** Medical Billing and Coding students only. Student Petition.

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

**No**

Will this class use library resources?

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

**GRADING METHOD:**

A-F Only

**Audit: No**

When do you plan to offer this course?

✓ **Fall**

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

**Student Learning Outcomes:**

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

1. identify the purpose of the International Classification of Diseases, Revision 10 (ICD-10-CM) and Current Procedural Terminology (CPT) coding;
2. label and highlight your ICD-10-CM and CPT code books;
3. recognize and apply the official coding guidelines in the ICD-10-CM and CPT code books;
4. locate and identify the information in the appendices of the two code books;
5. recognize the importance of complete and accurate coding;
6. code some patient services.

---

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

---

**Major Topic Outline:**

1. Reimbursement, HIPAA, and Compliance
2. Medical Terminology and Anatomy Review
3. Introduction to ICD-10-CM, CPT® and Healthcare Common Procedure Coding System (HCPCS) Code books
4. Applying the ICD-10-CM Guidelines
5. How to look up a Diagnosis Code
6. Begin ICD-10 Coding
7. Introduction to Common Procedural Terminology (CPT®) and Healthcare Common Procedure Coding System (HCPCS) Code books

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

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

Percent of course: 0%

First term to be offered:

Specify term: Fall 2019

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

**Consent Agenda Requests**

**Section #1 General Course Information**

**Department:** AHTH Allied Health

**Submitter**

First Name: Cindy  
Last Name: Garner  
Phone: (503) 594-0672  
Email: cindy.garner@clackamas.edu

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

**# Credits:** 2

**Contact hours**

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

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

**Course Title:** ICD-10 Coding I

**Course Description:**

This course will discuss fundamental medical coding skills for professional services, such as physicians, mid-level providers, etc., and how to apply them. The student will be introduced to the basics of diagnostic medical coding related to the International Classification of Diseases, Revision 10-Clinical Modification (ICD-10- CM) Code Set. Required: Student Petition.

**Type of Course:** Career Technical Preparatory

**Reason for the new course:**

New Billing and Coding Program creation.

**Is this class challengeable?**

**No**

**Can this course be repeated for credit in a degree?**

**No**

**Is general education certification being sought at this time?**

**No**

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

**No**

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

**Yes**

**Name of degree(s) and/or certificate(s):** Medical Billing and Coding Certificate

**Are there prerequisites to this course?**

**Yes**

**Pre-reqs:** MBC-120 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?

**Yes**

**Co-reqs:** MBC-126

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

**Yes**

**Recommendations:**

**Requirements:** Medical Billing and Coding students only. Student Petition.

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

**No**

Will this class use library resources?

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

**GRADING METHOD:**

A-F Only

**Audit: 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 purpose of the International Classification of Diseases, Revision 10-Clinical Modification ( ICD-10-CM) code book;
2. recognize and apply the official ICD-10-CM coding guidelines;
3. recognize Hierarchical Condition Categories (HCCs) and the importance of complete and accurate coding;
4. identify and locate the information in appendices of the ICD-10-CM code book;
5. code patient services using the ICD-10-CM code book.

---

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

---

**Major Topic Outline:**

1. Integumentary System
2. Musculoskeletal System
3. Respiratory System
4. Cardiovascular System
5. Hemic & Lymphatic Systems, Mediastinum, Diaphragm
6. Digestive 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:** Winter 2020

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

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MBC-126 CPT/HCPCS Coding I

General education certified:  Yes  No

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

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

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**Section #1 General Course Information**

**Department:** AHTH Allied Health

**Submitter**

First Name: Cindy  
Last Name: Garner  
Phone: (503) 594-0672  
Email: cindy.garner@clackamas.edu

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

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**# Credits:** 4

**Contact hours**

Lecture (# of hours): 22  
Lec/lab (# of hours): 40  
Lab (# of hours):  
Total course hours: 62

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

---

**Course Title:** CPT/HCPCS Coding I

**Course Description:**

This course reviews fundamental medical coding skills for professional services, such as physicians, mid-level providers, etc. The student will explore the basics of procedural medical coding related to the Current Procedural Terminology (CPT) and Healthcare Common Procedure Coding System (HCPCS) Code Sets. Required: Student Petition.

---

**Type of Course:** Career Technical Preparatory

**Reason for the new course:**

New Billing and Coding Program creation.

Is this class challengeable?

**No**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**No**

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

**No**

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

**Yes**

**Name of degree(s) and/or certificate(s):** Medical Billing and Coding Certificate

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** MBC-120 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?

**Yes**

**Co-reqs:** MBC-125

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

**Yes**

**Recommendations:**

**Requirements:** Medical Billing and Coding students only. Student Petition.

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

**No**

Will this class use library resources?

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

**GRADING METHOD:**

A-F Only

**Audit: 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 purpose of the Current Procedural Terminology (CPT) and Healthcare Common Procedure Coding System (HCPCS) Level II code books;
2. interpret and apply the official CPT coding guidelines;
3. apply coding conventions when assigning procedure codes;
4. identify and locate the information in appendices of the CPT code book;
5. code a variety of patient services using CPT;
6. apply correct coding of operative reports.

---

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

---

**Major Topic Outline:**

1. Introduction to Current Procedural Terminology (CPT®) and Healthcare Common Procedure Coding System (HCPCS) Code Sets
2. CPT and HCPCS Modifiers
3. Evaluation and Management (E & M) Services
4. Anesthesia
5. Surgery Guidelines and General Surgery
6. Integumentary System
7. Musculoskeletal System
8. Respiratory System
9. Cardiovascular System
10. Hemic & Lymphatic Systems, Mediastinum, Diaphragm
11. Digestive System

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

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

Percent of course: 0%

First term to be offered:

**Specify term:** Winter 2020

---

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

**Consent Agenda Requests**

**Section #1 General Course Information**

**Department:** AHTH Allied Health

**Submitter**

First Name: Cindy  
Last Name: Garner  
Phone: (503) 594-0672  
Email: cindy.garner@clackamas.edu

**Course Prefix and Number:** MBC - 135

**# 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:** Law and Ethics for Healthcare Professions

**Course Description:**

This course introduces legislation affecting healthcare, along with a review of issues such as professional liability, informed consent, privacy and security laws, electronic health records and workplace legalities. A variety of ethical issues in health care are explored, as well as an examination of future trends in health care. Required: Student Petition.

**Type of Course:** Career Technical Preparatory

**Reason for the new course:**

New Billing and Coding Program creation.

**Is this class challengeable?**

**No**

**Can this course be repeated for credit in a degree?**

**No**

**Is general education certification being sought at this time?**

**No**

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

**No**

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

**Yes**

**Name of degree(s) and/or certificate(s):** Medical Billing and Coding 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:**

**Requirements:** Medical Billing and Coding students only. Student Petition.

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

**No**

Will this class use library resources?

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

**GRADING METHOD:**

A-F Only

**Audit: No**

When do you plan to offer this course?

✓ **Fall**

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

**Student Learning Outcomes:**

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

1. define both legal and ethical terms as used in health care;
2. recognize the functions and distribution of responsibility between the federal, state and local governments pertinent to health care;
3. identify the specific laws pertinent to health care professionals and facilities;
4. discuss the implications of violating the various health care laws;
5. define fundamental health care ethical principles as they apply to all providers of care and services;
6. recognize future trends in health care that may have legal and/or ethical implications.

---

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

---

**Major Topic Outline:**

1. Introduction to Law and Ethics
2. Making Ethical Decisions
3. Working in Health Care
4. Defenses to Liability Suits
5. Professional Liability and Medical Malpractice
6. Defenses to Liability Suits
7. Medical Records, Informed Consent and HIT
8. Privacy, Security, and Fraud
9. Public Health Responsibilities of Health Care Providers
10. Workplace Legalities
11. The Beginning of Life and Childhood
12. Death and Dying
13. Health Care Trends and Forecasts

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

- |                                      |           |
|--------------------------------------|-----------|
| 1. Increased energy efficiency       | <b>No</b> |
| 2. Produce renewable energy          | <b>No</b> |
| 3. Prevent environmental degradation | <b>No</b> |

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

Percent of course: 0%

First term to be offered:

**Specify term:** Fall 2019

---

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

**Consent Agenda Requests**

**Section #1 General Course Information**

**Department:** AHTH ALLIED HEALTH

**Submitter**

First Name: Cindy  
Last Name: Garner  
Phone: (503) 594-0672  
Email: cindy.garner@clackamas.edu

**Course Prefix and Number:** MBC - 140

**# Credits:** 1

**Contact hours**

Lecture (# of hours):  
Lec/lab (# of hours):  
Lab (# of hours): 30  
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:** Billing and Coding Exam Review

**Course Description:**

Practical application of Insurance billing and Medical coding skills learned throughout the program via examinations and practice scenarios. Required: Student Petition.

**Type of Course:** Career Technical Preparatory

**Reason for the new course:**

New Billing and Coding Program creation.

**Is this class challengeable?**

**No**

**Can this course be repeated for credit in a degree?**

**No**

**Is general education certification being sought at this time?**

**No**

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

**No**

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

**Yes**

**Name of degree(s) and/or certificate(s):** Medical Billing and Coding Certificate

**Are there prerequisites to this course?**

**Yes**

**Pre-reqs:** BA-131, MBC-115, MBC-116, MBC-120, MBC-125, MBC-126, MBC-135, and BI-120 with a C or better. Prerequisite or Corequisite: COMM-218.

**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:** MBC-225

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

**Yes**

**Recommendations:**

**Requirements:** Medical Billing and Coding students only, Student Petition.

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

**No**

Will this class use library resources?

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

**GRADING METHOD:**

A-F Only

**Audit: No**

When do you plan to offer this course?

✓ **Spring**

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

**Student Learning Outcomes:**

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

1. demonstrate knowledge of medical billing and coding;
2. apply skills learned throughout program to practical applications.

---

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

---

**Major Topic Outline:**

1. Apply skills learned throughout program to practical applications.
2. Take practice quizzes to prepare for Certified Professional Biller (CPB) and Certified Professional Coder (CPC) exams.

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

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

Percent of course: 0%

First term to be offered:



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

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**Section #1 General Course Information**

**Department:** AHTH Allied Health

**Submitter**

First Name: Cindy  
Last Name: Garner  
Phone: (503) 594-0672  
Email: cindy.garner@clackamas.edu

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

---

**# Credits:** 5

**Contact hours**

Lecture (# of hours): 33  
Lec/lab (# of hours): 40  
Lab (# of hours):  
Total course hours: 73

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

---

**Course Title:** ICD-10, CPT® and HCPCS Coding II

**Course Description:**

This course will demonstrate fundamental medical coding skills for professional services, such as physicians, mid-level providers, etc. Students will explore the basics of diagnostic and procedural medical coding related to the International Classification of Diseases, Revision 10-Clinical Modification (ICD-10 CM), Current Procedural Terminology (CPT) and Healthcare Common Procedure Coding System (HCPCS) Code Sets. Required: Student Petition.

---

**Type of Course:** Career Technical Preparatory

**Reason for the new course:**

New Billing and Coding Program creation.

**Is this class challengeable?**

**No**

**Can this course be repeated for credit in a degree?**

**No**

**Is general education certification being sought at this time?**

**No**

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

**No**

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

**Yes**

**Name of degree(s) and/or certificate(s):** Medical Billing and Coding Certificate

**Are there prerequisites to this course?**

**Yes**

**Pre-reqs:** MBC-120, MBC-125, and MBC-126 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?**

**Yes**

**Co-reqs:** MBC-140

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

**Yes**

**Recommendations:**

**Requirements:** Medical Billing and Coding students only. Student Petition.

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

**No**

Will this class use library resources?

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

**GRADING METHOD:**

A-F Only

**Audit: No**

When do you plan to offer this course?

✓ **Spring**

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

**Student Learning Outcomes:**

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

1. identify the purpose of the International Classification of Diseases, Revision 10-Clinical Modification (ICD-10-CM), Current Procedural Terminology (CPT) and Healthcare Common Procedure Coding System (HCPCS) Code Sets;
2. recognize and apply official coding guidelines;
3. apply coding conventions when assigning all codes;
4. classify Hierarchical Condition Categories (HCCs) and the importance of complete and accurate coding;
5. explain the determination of the levels of E/M services;
6. identify the information in appendices of the ICD-10, CPT and HCPCS code books;
7. code a variety of patient services using the ICD-10, CPT and HCPCS code books.

---

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

---

**Major Topic Outline:**

1. Urinary and Male Genital Systems
2. Female Reproductive System and Maternity Care & Delivery
3. Endocrine System and Nervous System
4. Special Senses (Ocular and Auditory)
5. Radiology
6. Pathology & Laboratory
7. Medicine

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

1. Increased energy efficiency **No**

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

Percent of course: 0%

First term to be offered:

**Specify term:** Spring 2020

---

| <b>Program</b>                   |
|----------------------------------|
| Gerontology CC                   |
| Web Design & Development AAS     |
| Juvenile Corrections CC          |
| Digital Media Communications AAS |
| Video Production Technician CPCC |



## COMMUNITY COLLEGE PROGRAM AMENDMENT FORM

(For changes to State Approved Associate of Applied Science degree, AAS option and Certificate of Completion programs)

**This form should be completed electronically and the boxes will expand to accommodate text.**

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<http://www.ode.state.or.us/search/results/?id=231>

|                 |                             |             |  |
|-----------------|-----------------------------|-------------|--|
| <b>College:</b> | Clackamas Community College | <b>Date</b> |  |
|-----------------|-----------------------------|-------------|--|

### CAREER LEARNING AREA

|  |   |
|--|---|
| <input type="checkbox"/> Ag, Food & Natural Resource Systems | <input type="checkbox"/> Health Services                  |
| <input type="checkbox"/> Arts, Information & Communications  | <input type="checkbox"/> Human Resources                  |
| <input type="checkbox"/> Business & Management               | <input type="checkbox"/> Industrial & Engineering Systems |

### PROGRAM INFORMATION

| <u>APPROVED</u><br>Program Title<br><br><small>(For Official Program Title, refer to your directory at <a href="http://www.ode.state.or.us/search/results/?id=232">http://www.ode.state.or.us/search/results/?id=232</a>)</small> | <u>APPROVED</u><br>CIP Code<br><small>(Include 7<sup>th</sup> &amp; 8<sup>th</sup> digits used for OCCURS reporting.)</small> |                             |                             | <u>APPROVED</u><br>Recognition Award                               | Current Credits |
|---|---|-----------------------------|-----------------------------|--|-----------------|
|   | <u>6-digit CIP</u>  | <u>7<sup>th</sup> digit</u> | <u>8<sup>th</sup> digit</u> |  |                 |
| <b>AAS Title:</b>   |   |                             |                             | <input type="checkbox"/> Associate of Applied Science (AAS) Degree |                 |
| <b>Related Certificates:</b><br>Gerontology for Health Care Professionals CP<br>Nursing Assistant-Gerontology Specialist CP   |   |                             |                             | <input type="checkbox"/> <i>OPTION</i> to AAS Degree               |                 |
| <b>Certificate Title:</b> <i>Within</i> AAS Degree? <input type="checkbox"/> Yes** <input checked="" type="checkbox"/> No<br><b>Gerontology</b>   | <b>30.1101</b>  |                             |                             | <input checked="" type="checkbox"/> CC1<br>(45-60 credits)         | <b>46-47</b>    |

\*\*Enter name of base degree in 'AAS Title' box

LAST AMENDMENT APPROVED 1/19/2018

### TYPE OF PROGRAM AMENDMENT

(Check ALL That Apply)

|  |   |  |
|--|---|--|
| <input type="checkbox"/> <b>New Program++</b>            | <input type="checkbox"/> <b>Curriculum Revision</b> | <input checked="" type="checkbox"/> <b>Revision in Program Credits</b> |
| <input type="checkbox"/> <b>Title Change for Program</b> |   | <i>Proposed Total Credits:</i> <input type="text"/>                    |
| <i>Proposed AAS Title:</i>                               | <input type="text"/>                                |  |
| <i>Proposed OPTION Title:</i>                            | <input type="text"/>                                |  |
| <i>Proposed Certificate Title:</i>                       | <input type="text"/>                                |  |
| <input type="checkbox"/> <b>SUSPENSION</b> of Program    | <i>Reason for Suspension:</i> <input type="text"/>  |  |
| <b>Suspension Effective Date:</b>                        | <input type="text"/>                                |  |


## CURRICULUM AMENDMENT

[List in a Defined Sequence of Courses Format, e.g., Quarter-to-quarter mapping.  
For a New Program, complete the Proposed Curriculum section only.]

| <b><i>CURRENT CURRICULUM 2018-19</i></b>                 |   |                   |            | <b><i>PROPOSED CURRICULUM 2019-20</i></b>          |       |       |         |
|--|---|-------------------|------------|--|-------|-------|---------|
| <small>[List entire curriculum as last approved]</small> |   |                   |            | <small>[List only course(s) to be amended]</small> |       |       |         |
| Course   | Title   | Hours             | Credits    | Course   | Title | Hours | Credits |
| Fall Term  |   |                   |            |  |       |       |         |
| GRN-179  | Careers in Gerontology  | 11                | 1          |  |       |       |         |
| GRN-181  | Issues in Aging   | 33                | 3          |  |       |       |         |
| HE-163   | Body & Drugs I:<br>Introduction to Abuse &<br>Addiction   | 33                | 3          |  |       |       |         |
| <b>WR-101<br/>Or<br/>WR-121</b>                          | <b>Communication Skills:<br/>Occupational Writing<br/>or<br/>English Composition</b>  | <b>33-<br/>44</b> | <b>3-4</b> |  |       |       |         |
| --   | Gerontology program<br>elective   |                   | 5          |  |       |       |         |
| Winter Term  |   |                   |            |  |       |       |         |
| GRN-182  | Aging and the Body  | 33                | 3          |  |       |       |         |
| GRN-184  | Aging & the Individual  | 33                | 3          |  |       |       |         |
| HE-164<br>Or<br>HE-263<br>Or<br>HE-264                   | Body & Drugs II: Alcohol<br>or<br>Body & Drugs III:<br>Marijuana<br>or<br>Body & Drugs IV: Other<br>Drugs, Other Addictions | 33                | 3          |  |       |       |         |
| HS-154   | Community Resources   | 33                | 3          |  |       |       |         |
| <b>MTH-050<br/>Or<br/>MTH-065<br/>Or<br/>MTH-098</b>     | <b>Technical Mathematics<br/>I<br/>or<br/>Algebra II<br/>or<br/>College Math<br/>Foundations</b>                            | <b>44</b>         | <b>4</b>   |  |       |       |         |
| Spring Term  |   |                   |            |  |       |       |         |
| GRN-183  | Death and Dying   | 33                | 3          |  |       |       |         |
| GRN-280  | Gerontology/CWE   | 108               | 3          |  |       |       |         |
| <b>HS-156</b>  | <b>Conducting Human<br/>Service Interviews</b>  | <b>33</b>         | <b>3</b>   |  |       |       |         |
| HS-170   | Preparation for Field<br>Experience in Human<br>Services  | 33                | 3          |  |       |       |         |
| --   | Gerontology program<br>elective   |                   | 3          |  |       |       |         |
| Gerontology Program Electives                            |   |                   |            |  |       |       |         |
| COMM-140   | Introduction to<br>Intercultural<br>Communication   | 44                | 4          |  |       |       |         |
| CS-120   | Survey of Computing   | 55                | 4          |  |       |       |         |
| ED-258   | Multicultural Education   | 33                | 3          |  |       |       |         |
| FN-110   | Personal Nutrition  | 33                | 3          |  |       |       |         |



|   |  |       |       |  |  |  |  |
|---|--|-------|-------|--|--|--|--|
| GRN-165   | Life Enrichment with Older Adults                  | 33    | 3     |  |  |  |  |
| GRN-290   | Special Topics in Gerontology                      | 11-33 | 1-3   |  |  |  |  |
| HE-164  | Body & Drugs II: Alcohol                           | 33    | 3     |  |  |  |  |
| HS-100  | Introduction to Human Services                     | 33    | 3     |  |  |  |  |
| HS-103  | Ethics for Human Service Workers                   | 22    | 2     |  |  |  |  |
| HS-130  | Introduction to Hospice Care                       | 30    | 3     |  |  |  |  |
| HS-211  | Infectious Diseases and Harm Reduction             | 11    | 1     |  |  |  |  |
| HS-216  | Group Counseling Skills                            | 33    | 3     |  |  |  |  |
| HS-232  | Case Management                                    | 33    | 3     |  |  |  |  |
| HS-256  | Advanced Interviewing Skills with Theory           | 33    | 3     |  |  |  |  |
| HS-260  | Victim Advocacy & Assistance                       | 44    | 4     |  |  |  |  |
| NUR-100   | Nursing Assistant I                                | 80    | 7     |  |  |  |  |
| NUR-100C  | Nursing Assistant I Clinical                       | 82    | 0     |  |  |  |  |
| NUR-101   | Certified Nursing Assistant II                     | 88    | 5     |  |  |  |  |
| NUR-101C  | Certified Nursing Assistant II Acute Care Clinical | 30    | 0     |  |  |  |  |
| PSY-219   | Introduction to Abnormal Psychology                | 44    | 4     |  |  |  |  |
| PSY-221   | Introduction to Counseling                         | 44    | 4     | Scheduled for Inactivation on 06.30.19 |  |  |  |
| Catalog Notes   |  |       |       |  |  |  |  |
| Other electives may be approved by the Gerontology program advisor. |  |       |       |  |  |  |  |
| <b>TOTAL CURRENT CREDITS:</b>                                       |  |       | 46-47 | <b>TOTAL PROPOSED CREDITS:</b>         |  |  |  |

|   |   |                      |                     |
|---|---|----------------------|---------------------|
| <b>College Contact</b>                              | Yvonne Smith  | <b>Telephone No.</b> | 3207                |
| <b>E-Mail Address</b>                               |   | <b>Fax No.</b>       |                     |
| <b>Chief Academic Officer or PTE Dean Signature</b> |  |                      | <b>Date</b> 4/24/19 |



## COMMUNITY COLLEGE PROGRAM AMENDMENT FORM

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|                 |                             |             |  |
|-----------------|-----------------------------|-------------|--|
| <b>College:</b> | Clackamas Community College | <b>Date</b> |  |
|-----------------|-----------------------------|-------------|--|

### CAREER LEARNING AREA

|  |   |
|--|---|
| <input type="checkbox"/> Ag, Food & Natural Resource Systems | <input type="checkbox"/> Health Services                  |
| <input type="checkbox"/> Arts, Information & Communications  | <input type="checkbox"/> Human Resources                  |
| <input type="checkbox"/> Business & Management               | <input type="checkbox"/> Industrial & Engineering Systems |

### PROGRAM INFORMATION

| <u>APPROVED</u><br>Program Title   | <u>APPROVED</u><br>CIP Code<br>(Include 7 <sup>th</sup> & 8 <sup>th</sup> digits<br>used for OCCURS<br>reporting.) | <u>APPROVED</u><br>Recognition Award                                      | Current<br>Credits       |
|--|--|---|--------------------------|
| (For Official Program Title, refer to your directory at<br><a href="http://www.ode.state.or.us/search/results/?id=232">http://www.ode.state.or.us/search/results/?id=232</a> ) | 6-digit CIP  | 7 <sup>th</sup><br>digit  | 8 <sup>th</sup><br>digit |
| <b>AAS Title:</b><br><b>Web Design &amp; Development</b>   | <b>11.1004</b>   | <input checked="" type="checkbox"/> <b>AAS</b><br><b>(90-108 credits)</b> | <b>97-99</b>             |
| <b>Option Title**</b>  |  | <input type="checkbox"/> <b>OPTION to AAS</b><br><b>Degree</b>            |                          |
| <b>Related Certificates:</b><br><b>Web Design Certificate</b>  |  | <input type="checkbox"/> <b>Certificate of</b><br><b>Completion</b>       |                          |

\*\*Enter name of base degree in 'AAS Title' box

CS-150 updated to CS-160, plus one credit, on 06.04.18 (no approval)

### TYPE OF PROGRAM AMENDMENT

(Check ALL That Apply)

|  |   |   |
|--|---|---|
| <input type="checkbox"/> <b>New Program++</b>            | <input type="checkbox"/> <b>Curriculum Revision</b> | <input type="checkbox"/> <b>Revision in Program Credits</b> |
| <input type="checkbox"/> <b>Title Change for Program</b> |   | <i>Proposed Total Credits:</i>                              |
| <i>Proposed AAS Title:</i>                               |   |   |
| <i>Proposed OPTION Title:</i>                            |   |   |
| <i>Proposed Certificate Title:</i>                       |   |   |
| <input type="checkbox"/> <b>SUSPENSION of Program</b>    | <i>Reason for Suspension:</i>                       |   |
| <b>Suspension Effective Date:</b>                        |   |   |

++If new program is an additional award for an existing degree or certificate, complete 'Program Information' section for existing program.

## CURRICULUM AMENDMENT

[List in a Defined Sequence of Courses Format, e.g., Quarter-to-quarter mapping.  
For a New Program, complete the Proposed Curriculum section only.]

### CURRENT CURRICULUM 2018-19


[List entire curriculum as last approved]

### PROPOSED CURRICULUM 2019-20

[List only course(s) to be amended]

| Course   | Title  | Hours     | Credits    | Course | Title | Hours | Credits |
|--|--|-----------|------------|--------|-------|-------|---------|
| Web Design & Development Associate of Applied Science Degree: 1 <sup>st</sup> Year |  |           |            |        |       |       |         |
| Fall Term  |  |           |            |        |       |       |         |
| ART-225  | Computer Graphics I                                  | 66        | 3          |        |       |       |         |
| CS-125H  | HTML & Web Site Design                               | 33        | 3          |        |       |       |         |
| CS-140   | Introduction to Operating Systems                    | 44        | 4          |        |       |       |         |
| CS-160   | Computer Science Orientation                         | 44        | 4          |        |       |       |         |
| Winter   |  |           |            |        |       |       |         |
| CS-133S  | Introduction to JavaScript & Server-Side Scripting   | 33        | 3          |        |       |       |         |
| CS-151<br>Or<br>CS-275   | Networking I<br>OR<br>Database Design                | 33-66     | 3-4        |        |       |       |         |
| CS-181   | CMS Web Development                                  | 33        | 3          |        |       |       |         |
| CS-195   | Flash Web Development                                | 33        | 3          |        |       |       |         |
| Spring Term  |  |           |            |        |       |       |         |
| CS-135I  | Advanced Web Design with Dreamweaver                 | 33        | 3          |        |       |       |         |
| CS-234J  | jQuery Web Development                               | 33        | 3          |        |       |       |         |
| CS-234P  | PHP/MySQL Web Development                            | 33        | 3          |        |       |       |         |
| CS-240L  | Linux Administration                                 | 44        | 4          |        |       |       |         |
| Summer Term  |  |           |            |        |       |       |         |
| CS-280   | Computer Science/CWE                                 | 108       | 3          |        |       |       |         |
| <b>MTH-065<br/>Or higher</b>   | <b>Algebra II<br/>or higher level of math</b>        | <b>44</b> | <b>4-5</b> |        |       |       |         |
| <b>WR-121</b>  | <b>English Composition</b>                           | <b>44</b> | <b>4</b>   |        |       |       |         |
| --   | <b>Human Relations<br/>requirement (see page 82)</b> |           | <b>3-4</b> |        |       |       |         |
| Web Design & Development Associate of Applied Science Degree: 2 <sup>nd</sup> Year |  |           |            |        |       |       |         |
| Fall Term  |  |           |            |        |       |       |         |
| ART-226  | Computer Graphics II                                 | 66        | 3          |        |       |       |         |
| CS-135DB   | Microsoft Access                                     | 33        | 3          |        |       |       |         |
| CS-280   | Computer Science/CWE                                 | 108       | 3          |        |       |       |         |
| WR-122   | English Composition                                  | 44        | 4          |        |       |       |         |
| Winter Term  |  |           |            |        |       |       |         |
| CS-151<br>Or<br>CS-275   | Networking I<br>OR<br>Database Design                | 33-66     | 3-4        |        |       |       |         |
| CS-240W  | Windows Desktop Administration                       | 44        | 3          |        |       |       |         |
| CS-280   | Computer Science/CWE                                 | 108       | 3          |        |       |       |         |
| WR-227   | Technical Report Writing                             | 44        | 4          |        |       |       |         |

|                               |   |    |          |                                |   |    |   |
|-------------------------------|---|----|----------|--------------------------------|---|----|---|
| --                            | <b>PE/Health/Safety/First Aid requirement (see page 82)</b> |    | <b>1</b> |                                |   |    |   |
| Spring Term                   |   |    |          |                                |   |    |   |
| ART-221                       | Introduction to 2D Animation: Design & Techniques           | 66 | 3        | REMOVE                         |   |    |   |
| ART-227                       | Computer Graphics III                                       | 66 | 3        |                                |   |    |   |
| BA-103                        | Business Strategies for Computer Consultants                | 33 | 3        |                                |   |    |   |
| CS-289                        | Web Server Administration                                   | 55 | 4        |                                |   |    |   |
| CS-297W                       | Website Capstone  | 33 | 3        |                                |   |    |   |
|                               |   |    |          | DMC-221                        | Introduction to 2D Animation: Design & Techniques | 66 | 3 |
| <b>TOTAL CURRENT CREDITS:</b> |   |    | 97-99    | <b>TOTAL PROPOSED CREDITS:</b> |   |    |   |

|   |   |                      |                     |
|---|---|----------------------|---------------------|
| <b>College Contact</b>                              | Debra Carino  | <b>Telephone No.</b> | 3170                |
| <b>E-Mail Address</b>                               |   | <b>Fax No.</b>       |                     |
| <b>Chief Academic Officer or PTE Dean Signature</b> |  |                      | <b>Date</b> 4/25/19 |



## COMMUNITY COLLEGE PROGRAM AMENDMENT FORM

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|                 |                             |             |  |
|-----------------|-----------------------------|-------------|--|
| <b>College:</b> | Clackamas Community College | <b>Date</b> |  |
|-----------------|-----------------------------|-------------|--|

### CAREER LEARNING AREA

|  |   |
|--|---|
| <input type="checkbox"/> Ag, Food & Natural Resource Systems | <input type="checkbox"/> Health Services                  |
| <input type="checkbox"/> Arts, Information & Communications  | <input type="checkbox"/> Human Resources                  |
| <input type="checkbox"/> Business & Management               | <input type="checkbox"/> Industrial & Engineering Systems |

### PROGRAM INFORMATION

| <u>APPROVED</u><br>Program Title<br><br><small>(For Official Program Title, refer to your directory at <a href="http://www.ode.state.or.us/search/results/?id=232">http://www.ode.state.or.us/search/results/?id=232</a>)</small> | <u>APPROVED</u><br>CIP Code<br><small>(Include 7<sup>th</sup> &amp; 8<sup>th</sup> digits used for OCCURS reporting.)</small> |                             |                             | <u>APPROVED</u><br>Recognition Award   | Current Credits |
|---|---|-----------------------------|-----------------------------|--|-----------------|
|   | <u>6-digit CIP</u>  | <u>7<sup>th</sup> digit</u> | <u>8<sup>th</sup> digit</u> |  |                 |
| <b>AAS Title:</b>   |   |                             |                             | <input type="checkbox"/> Associate of Applied Science (AAS) Degree             |                 |
| <b>Option Title**</b>   |   |                             |                             | <input type="checkbox"/> <i>OPTION</i> to AAS Degree                           |                 |
| <b>Certificate Title:</b> <i>Within</i> AAS Degree? <input type="checkbox"/> Yes** <input checked="" type="checkbox"/> No<br><b>Juvenile Corrections</b>  | <b>43.011</b>   |                             |                             | <input checked="" type="checkbox"/> SSC1 Statewide Certificate (45-60 credits) | <b>48-50</b>    |

\*\*Enter name of base degree in 'AAS Title' box

LAST AMENDMENT APPROVED ON 1/19/2018

### TYPE OF PROGRAM AMENDMENT

(Check ALL That Apply)

|   |  |   |
|---|--|---|
| <input type="checkbox"/> New Program++                | <input type="checkbox"/> Curriculum Revision | <input checked="" type="checkbox"/> Revision in Program Credits |
| <input type="checkbox"/> Title Change for Program     |  | <b>Proposed Total Credits: 45</b>                               |
| <b>Proposed AAS Title:</b>                            |  |   |
| <b>Proposed OPTION Title:</b>                         |  |   |
| <b>Proposed Certificate Title:</b>                    |  |   |
| <input type="checkbox"/> <b>SUSPENSION</b> of Program | <i>Reason for Suspension:</i>                |   |
| <b>Suspension Effective Date:</b>                     |  |   |

++If new program is an additional award for an existing degree or certificate, complete 'Program Information' section for existing program.

## CURRICULUM AMENDMENT

[List in a Defined Sequence of Courses Format, e.g., Quarter-to-quarter mapping.  
For a New Program, complete the Proposed Curriculum section only.]

### CURRENT CURRICULUM 2018-19


[List entire curriculum as last approved]

### PROPOSED CURRICULUM 2019-20

[List only course(s) to be amended]

| Course   | Title  | Hours     | Credits  | Course                     | Title   | Hours | Credits |
|--|--|-----------|----------|----------------------------|---|-------|---------|
| Fall Term  |  |           |          |                            |   |       |         |
| CJA-170  | Careers in Criminal Justice  | 33        | 3        | REMOVE                     |   |       |         |
| CJA-252  | Introduction to Restorative Justice  | 33        | 3        |                            |   |       |         |
| HE-205   | Youth Addictions   | 33        | 3        | REMOVE                     |   |       |         |
| <b>MTH-050<br/>Or<br/>MTH-065<br/>Or<br/>MTH-098</b> | <b>Technical Mathematics I<br/>or<br/>Algebra II<br/>or<br/>College Math Foundations</b>                                   | <b>44</b> | <b>4</b> | REMOVE MTH-050 and MTH-065 |   |       |         |
| <b>WR-121</b>  | <b>English Composition</b>   | <b>44</b> | <b>4</b> |                            |   |       |         |
|  |  |           |          | HE-163                     | Body & Drugs I: Introduction to Abuse & Addiction | 33    | 3       |
| Winter Term  |  |           |          |                            |   |       |         |
| CJA-203  | Crisis Intervention  | 33        | 3        |                            |   |       |         |
| CJA-280  | Criminal Justice/Corrections/CWE   | 72        | 2        | REMOVE                     |   |       |         |
| CWE-281  | Cooperative Work Experience Seminar  | 16        | 0        | REMOVE                     |   |       |         |
| PSY-215  | Introduction to Developmental Psychology   | 44        | 4        |                            |   |       |         |
| SOC-205<br>Or<br>COMM-140<br>Or<br>ANT-103           | Social Stratification & Social Systems<br>or<br>Introduction to Intercultural Communication<br>Or<br>Cultural Anthropology | 44        | 4        | REMOVE                     |   |       |         |
| --   | Juvenile Corrections program elective  |           | 3-4      | REMOVE                     |   |       |         |
|  |  |           |          | CJA-201                    | Juvenile Delinquency                              | 44    | 4       |
|  |  |           |          | HS-156                     | Conducting Human Service Interviews               | 33    | 3       |
|  |  |           |          | LIB-101                    | Introduction to Library Research                  | 11    | 1       |
| Spring Term  |  |           |          |                            |   |       |         |
| CJA-201  | Juvenile Delinquency   | 44        | 4        | Move to Term 2             |   |       |         |
| CJA-232  | Case Management  | 33        | 3        |                            |   |       |         |
| CJA-280  | Criminal Justice/Corrections/CWE   | 72        | 2        | CJA-280                    | Criminal Justice/Corrections/CWE                  | 108   | 3       |

|  |  |           |          |                                |                                       |    |    |
|--|--|-----------|----------|--------------------------------|---------------------------------------|----|----|
| CWE-281                                | Cooperative Work Experience Seminar  | 16        | 0        |                                |                                       |    |    |
| HDF-140<br>Or<br>SOC-210               | Contemporary American Families<br>or<br>Marriage, Family, & Intimate Relations | 33-44     | 3-4      | REMOVE                         |                                       |    |    |
| <b>HS-156</b>                          | <b>Conducting Human Service Interviews</b>                                     | <b>33</b> | <b>3</b> | Move to Term 2                 |                                       |    |    |
|  |  |           |          |                                |                                       |    |    |
|  |  |           |          | CJA-130                        | Introduction to Corrections           | 33 | 3  |
|  |  |           |          | HD-161                         | Multicultural Awareness               | 33 | 3  |
|  |  |           |          | HDF-260                        | Understanding Child Abuse and Neglect | 44 | 4  |
| Juvenile Corrections Program Electives |  |           |          |                                |                                       |    |    |
| CJA-130                                | Introduction to Corrections  | 33        | 3        | Move to Term 3                 |                                       |    |    |
| CJA-134                                | Correctional Institutions  | 33        | 3        | REMOVE                         |                                       |    |    |
| CJA-250                                | Reporting, Recording & Testifying  | 44        | 4        | REMOVE                         |                                       |    |    |
| HDF-260                                | Understanding Child Abuse and Neglect  | 44        | 4        | Move to Term 3                 |                                       |    |    |
| HE-249                                 | Mental Health  | 33        | 3        | REMOVE                         |                                       |    |    |
| HS-154                                 | Community Resources  | 33        | 3        | REMOVE                         |                                       |    |    |
| HS-211                                 | Infectious Diseases and Harm Reduction   | 11        | 1        | REMOVE                         |                                       |    |    |
| HS-216                                 | Group Counseling Skills  | 33        | 3        | REMOVE                         |                                       |    |    |
| <b>TOTAL CURRENT CREDITS:</b>          |  |           | 48-50    | <b>TOTAL PROPOSED CREDITS:</b> |                                       |    | 45 |

|   |   |                      |                     |
|---|---|----------------------|---------------------|
| <b>College Contact</b>                              | Ida Flippo  | <b>Telephone No.</b> | 3363                |
| <b>E-Mail Address</b>                               |   | <b>Fax No.</b>       |                     |
| <b>Chief Academic Officer or PTE Dean Signature</b> |  |                      | <b>Date</b> 4/22/19 |



## COMMUNITY COLLEGE PROGRAM AMENDMENT FORM

(For changes to State Approved Associate of Applied Science degree, AAS option and Certificate of Completion programs)

**This form should be completed electronically and the boxes will expand to accommodate text.**

Current instructions, forms, handouts and other useful resources are located at

<http://www.ode.state.or.us/search/results/?id=231>

|                 |                             |             |  |
|-----------------|-----------------------------|-------------|--|
| <b>College:</b> | Clackamas Community College | <b>Date</b> |  |
|-----------------|-----------------------------|-------------|--|

### CAREER LEARNING AREA

|  |   |
|--|---|
| <input type="checkbox"/> Ag, Food & Natural Resource Systems | <input type="checkbox"/> Health Services                  |
| <input type="checkbox"/> Arts, Information & Communications  | <input type="checkbox"/> Human Resources                  |
| <input type="checkbox"/> Business & Management               | <input type="checkbox"/> Industrial & Engineering Systems |

### PROGRAM INFORMATION

| <u>APPROVED</u><br>Program Title<br><br><small>(For Official Program Title, refer to your directory at <a href="http://www.ode.state.or.us/search/results/?id=232">http://www.ode.state.or.us/search/results/?id=232</a>)</small> | <u>APPROVED</u><br>CIP Code<br><small>(Include 7<sup>th</sup> &amp; 8<sup>th</sup> digits used for OCCURS reporting.)</small> |                       |                       | <u>APPROVED</u><br>Recognition Award                                | Current Credits |
|---|---|-----------------------|-----------------------|---|-----------------|
|   | 6-digit CIP   | 7 <sup>th</sup> digit | 8 <sup>th</sup> digit |   |                 |
| <b>AAS Title:<br/>Digital Media Communications</b>  | <b>9.0702</b>   |                       |                       | <input checked="" type="checkbox"/> <b>AAS<br/>(90-108 credits)</b> | <b>90</b>       |
| <b>Option Title**</b>   |   |                       |                       | <input type="checkbox"/> <b>OPTION to AAS Degree</b>                |                 |
| <b>Related Certificates:</b><br>Entry Level Journalist Career Pathway<br>Video Production Technician Career Pathway   |   |                       |                       | <input type="checkbox"/> <b>Certificate of Completion</b>           |                 |

\*\*Enter name of base degree in 'AAS Title' box

LAST AMENDMENT APPROVED ON 10/19/18

### TYPE OF PROGRAM AMENDMENT

(Check ALL That Apply)

|  |   |  |
|--|---|--|
| <input type="checkbox"/> <b>New Program++</b>            | <input type="checkbox"/> <b>Curriculum Revision</b> | <input checked="" type="checkbox"/> <b>Revision in Program Credits</b> |
| <input type="checkbox"/> <b>Title Change for Program</b> |   | <b>Proposed Total Credits:</b> <input type="text"/>                    |
| <b>Proposed AAS Title:</b>                               | <input type="text"/>                                |  |
| <b>Proposed OPTION Title:</b>                            | <input type="text"/>                                |  |
| <b>Proposed Certificate Title:</b>                       | <input type="text"/>                                |  |
| <input type="checkbox"/> <b>SUSPENSION of Program</b>    | <i>Reason for Suspension:</i> <input type="text"/>  |  |
| <b>Suspension Effective Date:</b>                        | <input type="text"/>                                |  |

++If new program is an additional award for an existing degree or certificate, complete 'Program Information' section for existing program.



## CURRICULUM AMENDMENT


[List in a Defined Sequence of Courses Format, e.g., Quarter-to-quarter mapping.  
For a New Program, complete the Proposed Curriculum section only.]

| <b>CURRENT CURRICULUM 2018-19</b><br>[List entire curriculum as last approved]         |  |           |          | <b>PROPOSED CURRICULUM 2019-20</b><br>[List only course(s) to be amended] |  |           |          |
|--|--|-----------|----------|---|--|-----------|----------|
| Course   | Course Title   | Hours     | Credits  | Course  | Course Title   | Hours     | Credits  |
| Associate of Applied Science Degree: 1 <sup>st</sup> Year                              |  |           |          |   |  |           |          |
| Fall Term  |  |           |          |   |  |           |          |
| ART-115  | Basic Design: 2-Dimensional Design   | 66        | 4        |   |  |           |          |
| ART-262  | Digital Photography & Photo-Imaging  | 66        | 3        |   |  |           |          |
| DMC-100  | Introduction to Media Arts   | 33        | 3        |   |  |           |          |
| <b>WR-121</b>  | <b>English Composition</b>   | <b>44</b> | <b>4</b> |   |  |           |          |
| --   | <b>PE/Health/Safety/Fir<br/>st Aid requirement</b>                                     |           | <b>1</b> |   |  |           |          |
| Winter Term  |  |           |          |   |  |           |          |
| <b>COMM-100<br/>Or<br/>PSY-101</b>   | <b>Basic Speech<br/>Communication<br/>or<br/>Human Relations</b>                       | <b>33</b> | <b>3</b> |   |  |           |          |
| DMC-104  | Digital Video Editing  | 66        | 4        |   |  |           |          |
| <b>MTH-065<br/>Or<br/>MTH-050<br/>Or<br/>CS-161</b>                                    | <b>Algebra II<br/>or<br/>Technical<br/>Mathematics I<br/>or<br/>Computer Science I</b> | <b>44</b> | <b>4</b> | <b>MTH-065<br/>or<br/>MTH-050<br/>or higher<br/>or<br/>CS-161</b>         | <b>Algebra II<br/>or<br/>Technical<br/>Mathematics I<br/>or higher<br/>or<br/>Computer Science I</b> | <b>44</b> | <b>4</b> |
| --   | Digital Media Communications program electives   |           | 4        |   |  |           |          |
| Spring Term  |  |           |          |   |  |           |          |
| J-211<br>Or<br>COMM-212  | Mass Media & Society<br>or<br>Mass Media & Society                                     | 44        | 4        |   |  |           |          |
| --   | Focus Area courses   |           | 4-8      |   |  |           |          |
| --   | Digital Media Communications program electives   |           | 8        |   |  |           |          |
| Digital Media Communications Associate of Applied Science Degree: 2 <sup>nd</sup> Year |  |           |          |   |  |           |          |
| Fall Term  |  |           |          |   |  |           |          |
| MUS-247<br>Or<br>DMC-247   | Sound for Media<br>Or<br>Sound for Media   | 33        | 3        |   |  |           |          |
| --   | Focus Area courses   |           | 8-10     |   |  |           |          |
| --   | Digital Media Communications program electives   |           | 4        |   |  |           |          |
| Winter Term  |  |           |          |   |  |           |          |

|  |  |       |       |                |  |  |  |
|--|--|-------|-------|----------------|--|--|--|
| DMC-291  | Digital Multimedia Communications Portfolio Project I  | 66    | 3     |                |  |  |  |
| --   | Focus Area courses   |       | 13-15 |                |  |  |  |
| Spring Term  |  |       |       |                |  |  |  |
| BA-101   | Introduction to Business   | 44    | 4     |                |  |  |  |
| DMC-280  | Digital Media Communications/CWE   | 108   | 3     |                |  |  |  |
| DMC-292  | Digital Multimedia Communications Portfolio Project II   | 66    | 3     |                |  |  |  |
| --   | Focus Area course  |       | 4     |                |  |  |  |
| Additional Courses from Focus Area                         |  |       |       |                |  |  |  |
| Complete all courses from one of the following Focus Areas |  |       |       |                |  |  |  |
| Motion Graphics & Computer Animation                       |  |       |       |                |  |  |  |
| ART-106<br>Or<br>DMC-106                                   | Animation & Motion Graphics I<br>or<br>Animation & Motion Graphics I   | 66    | 3     | REMOVE ART-106 |  |  |  |
| ART-107<br>Or<br>DMC-107                                   | Animation & Motion Graphics II<br>or<br>Animation & Motion Graphics II                                       | 66    | 3     | REMOVE ART-107 |  |  |  |
| ART-131  | Introduction to Drawing  | 66    | 4     |                |  |  |  |
| ART-221<br>Or<br>DMC-221                                   | Introduction to 2D Animation: Design & Techniques<br>Or<br>Introduction to 2D Animation: Design & Techniques | 66    | 3     | REMOVE ART-221 |  |  |  |
| ART-222<br>Or<br>DMC-222                                   | Advanced 2D Animation: Design & Techniques<br>Or<br>Advanced 2D Animation: Design & Techniques               | 66    | 3     | REMOVE ART-222 |  |  |  |
| ART-225  | Computer Graphics I  | 66    | 3     |                |  |  |  |
| ART-226  | Computer Graphics II   | 66    | 3     |                |  |  |  |
| MUS-171  | Sound Design   | 22    | 2     |                |  |  |  |
| WR-265   | Digital Storytelling   | 44    | 4     |                |  |  |  |
| Journalism   |  |       |       |                |  |  |  |
| ART-120<br>Or<br>MUS-171                                   | Creativity/Ideation<br>Or<br>Sound Design  | 22-44 | 2     |                |  |  |  |
| ART-225  | Computer Graphics I  | 66    | 3     |                |  |  |  |
| J-134  | Photojournalism  | 44    | 4     |                |  |  |  |
| J-215  | College Newspaper: Writing & Photography   | 33    | 3     |                |  |  |  |
| J-216  | Writing for Media  | 44    | 4     |                |  |  |  |
| J-220<br>Or<br>DMC-230                                     | Pod, Broad and Social - Journalism Across Platforms  | 55-66 | 4     |                |  |  |  |

|                          |  |       |   |                |  |  |  |
|--------------------------|--|-------|---|----------------|--|--|--|
|                          | Or<br>Documentary Film<br>Production   |       |   |                |  |  |  |
| J-226                    | Introduction to College<br>Newspaper: Design &<br>Production                       | 44    | 4 |                |  |  |  |
| WR-240<br>Or<br>WR-265   | Introduction to Creative<br>Writing: Nonfiction<br>Or<br>Digital Storytelling      | 44    | 4 |                |  |  |  |
| Video Production         |  |       |   |                |  |  |  |
| ART-106<br>Or<br>DMC-106 | Animation & Motion<br>Graphics I<br>or<br>Animation & Motion<br>Graphics I         | 66    | 3 | REMOVE ART-106 |  |  |  |
| ART-120<br>Or<br>MUS-171 | Creativity/Ideation<br>Or<br>Sound Design  | 22-44 | 2 |                |  |  |  |
| DMC-205                  | Directing for Film &<br>Video  | 66    | 3 |                |  |  |  |
| DMC-230                  | Documentary Film<br>Production   | 66    | 4 |                |  |  |  |
| DMC-264                  | Digital Filmmaking   | 66    | 4 |                |  |  |  |
| DMC-265                  | Advanced Digital<br>Filmmaking   | 66    | 4 |                |  |  |  |
| ENG-194<br>Or<br>DMC-194 | Introduction to Film<br>or<br>Introduction to Film                                 | 44    | 4 |                |  |  |  |
| WR-262                   | Introduction to<br>Screenwriting   | 44    | 4 |                |  |  |  |
| Music & Sound for Media  |  |       |   |                |  |  |  |
| DMC-242                  | Field Recording for<br>Media   | 10    | 1 |                |  |  |  |
| MUS-101                  | Music Fundamentals   | 33    | 3 |                |  |  |  |
| MUS-106<br>Or<br>MUS-149 | Audio Recording at<br>Home<br>Or<br>Advanced Pro Tools<br>Editing Techniques       | 10-11 | 1 |                |  |  |  |
| MUS-107                  | Introduction to Audio<br>Recording I   | 33    | 3 |                |  |  |  |
| MUS-108                  | Introduction to Audio<br>Recording II  | 33    | 3 |                |  |  |  |
| MUS-141                  | Introduction to the<br>Music Business  | 33    | 3 |                |  |  |  |
| MUS-142                  | Introduction to<br>Electronic Music I: MIDI  | 33    | 3 |                |  |  |  |
| MUS-143                  | Introduction to<br>Electronic Music II:<br>Sequencing, Audio<br>Looping, Sound EFX | 33    | 3 |                |  |  |  |
| MUS-145                  | Introduction to Digital<br>Sound, Video &<br>Animation                             | 33    | 3 |                |  |  |  |

|   |   |    |    |                                |  |  |  |
|---|---|----|----|--------------------------------|--|--|--|
| MUS-147   | Music, Sound & Moviemaking              | 11 | 1  |                                |  |  |  |
| MUS-170   | Introduction to Scoring Music for Media | 22 | 2  |                                |  |  |  |
| MUS-171   | Sound Design                            | 22 | 2  |                                |  |  |  |
| <b>DMC Program Electives</b>  |   |    |    |                                |  |  |  |
| Additional selected electives must be from different subject areas, from the following list of prefixes:<br>ART, BA, COMM, CS, DMC, ENG, J, MUS, TA, or WR. |   |    |    |                                |  |  |  |
| <b>TOTAL CURRENT CREDITS:</b>   |   |    | 90 | <b>TOTAL PROPOSED CREDITS:</b> |  |  |  |

|   |   |                      |         |
|---|---|----------------------|---------|
| <b>College Contact</b>                              | Nora Brodnicki  | <b>Telephone No.</b> |         |
| <b>E-Mail Address</b>                               |   | <b>Fax No.</b>       |         |
| <b>Chief Academic Officer or PTE Dean Signature</b> |  | <b>Date</b>          | 4/17/19 |



## COMMUNITY COLLEGE PROGRAM AMENDMENT FORM

(For changes to State Approved Associate of Applied Science degree, AAS option and Certificate of Completion programs)

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<http://www.ode.state.or.us/search/results/?id=231>

|                 |                             |             |  |
|-----------------|-----------------------------|-------------|--|
| <b>College:</b> | Clackamas Community College | <b>Date</b> |  |
|-----------------|-----------------------------|-------------|--|

### CAREER LEARNING AREA

|  |   |
|--|---|
| <input type="checkbox"/> Ag, Food & Natural Resource Systems           | <input type="checkbox"/> Health Services                  |
| <input checked="" type="checkbox"/> Arts, Information & Communications | <input type="checkbox"/> Human Resources                  |
| <input type="checkbox"/> Business & Management                         | <input type="checkbox"/> Industrial & Engineering Systems |

### PROGRAM INFORMATION

| <u>APPROVED</u><br>Program Title<br><br><small>(For Official Program Title, refer to your directory at <a href="http://www.ode.state.or.us/search/results/?id=232">http://www.ode.state.or.us/search/results/?id=232</a>)</small> | <u>APPROVED</u><br>CIP Code<br><small>(Include 7<sup>th</sup> &amp; 8<sup>th</sup> digits used for OCCURS reporting.)</small> |                             |                             | <u>APPROVED</u><br>Recognition Award                               | Current Credits |
|---|---|-----------------------------|-----------------------------|--|-----------------|
|   | <u>6-digit CIP</u>  | <u>7<sup>th</sup> digit</u> | <u>8<sup>th</sup> digit</u> |  |                 |
| <b>AAS Title:</b><br>Digital Media Communications AAS   |   |                             |                             | <input type="checkbox"/> Associate of Applied Science (AAS) Degree |                 |
| <b>Option Title**</b>   |   |                             |                             | <input type="checkbox"/> <b>OPTION</b> to AAS Degree               |                 |
| <b>Certificate Title:</b> <i>Within</i> AAS Degree? <input checked="" type="checkbox"/> Yes** <input type="checkbox"/> No<br>Video Production Technician – Career Pathway   | 9.0702  |                             |                             | <input checked="" type="checkbox"/> Career Pathway (12-44)         | 36              |

\*\*Enter name of base degree in 'AAS Title' box

LAST AMENDMENT APPROVED ON 1/19/2018

### TYPE OF PROGRAM AMENDMENT


(Check ALL That Apply)

|   |   |   |
|---|---|---|
| <input type="checkbox"/> New Program++                | <input checked="" type="checkbox"/> Curriculum Revision | <input checked="" type="checkbox"/> Revision in Program Credits |
| <input type="checkbox"/> Title Change for Program     |   | <i>Proposed</i> Total Credits: _____                            |
| <i>Proposed</i> AAS Title:                            |   |   |
| <i>Proposed</i> OPTION Title:                         |   |   |
| <i>Proposed</i> Certificate Title:                    |   |   |
| <input type="checkbox"/> <b>SUSPENSION</b> of Program | <i>Reason for Suspension:</i>                           |   |
| Suspension Effective Date:                            |   |   |

## CURRICULUM AMENDMENT

[List in a Defined Sequence of Courses Format, e.g., Quarter-to-quarter mapping.  
For a New Program, complete the Proposed Curriculum section only.]

| <b>CURRENT CURRICULUM 2018-19</b><br>[List entire curriculum as last approved] |   |       |         | <b>PROPOSED CURRICULUM 2019-20</b><br>[List only course(s) to be amended] |       |       |         |
|--|---|-------|---------|---|-------|-------|---------|
| Course   | Title   | Hours | Credits | Course  | Title | Hours | Credits |
| <b>Fall Term</b>   |   |       |         |   |       |       |         |
| DMC-100  | Introduction to Media Arts  | 33    | 3       |   |       |       |         |
| DMC-104  | Digital Video Editing   | 66    | 4       |   |       |       |         |
| DMC-247<br>Or<br>MUS-247   | Sound for Media<br>Or<br>Sound for Media  | 33    | 3       |   |       |       |         |
| DMC-264  | Digital Filmmaking  | 66    | 4       |   |       |       |         |
| <b>Winter Term</b>   |   |       |         |   |       |       |         |
| ART-106<br>Or<br>DMC-106   | Animation & Motion<br>Graphics I<br>Or<br>Animation & Motion<br>Graphics I  | 66    | 3       | REMOVE ART-106  |       |       |         |
| COMM-100<br>Or<br>PSY-101  | Basic Speech<br>Communication<br>or<br>Human Relations  | 33    | 3       |   |       |       |         |
| WR-121   | English Composition   | 44    | 4       |   |       |       |         |
| <b>Spring Term</b>   |   |       |         |   |       |       |         |
| BA-101   | Introduction to Business  | 44    | 4       |   |       |       |         |
| DMC-242  | Field Recording for Media   | 10    | 1       |   |       |       |         |
| DMC-291<br>Or<br>DMC-292   | Digital Multimedia<br>Communications Portfolio<br>Project I<br>Or<br>Digital Multimedia<br>Communications Portfolio<br>Project II | 66    | 3       |   |       |       |         |
| WR-262   | Introduction to<br>Screenwriting  | 44    | 4       |   |       |       |         |
| <b>TOTAL CURRENT CREDITS:</b>  |   |       | 36      | <b>TOTAL PROPOSED CREDITS:</b>  |       |       |         |

|   |   |                      |         |
|---|---|----------------------|---------|
| <b>College Contact</b>                                  | Nora Brodnicki  | <b>Telephone No.</b> | 3034    |
| <b>E-Mail Address</b>                                   |   | <b>Fax No.</b>       |         |
| <b>Chief Academic Officer or<br/>PTE Dean Signature</b> |  | <b>Date</b>          | 4/17/19 |

**May 3, 2019** (8-9:30am, CC127)

| Program                                | Implementation |
|--|----------------|
| Medical Billing and Coding Certificate | 2019/SU        |



## COMMUNITY COLLEGE PROGRAM AMENDMENT FORM

(For changes to State Approved Associate of Applied Science degree, AAS option and Certificate of Completion programs)

**This form should be completed electronically and the boxes will expand to accommodate text.**

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<http://www.ode.state.or.us/search/results/?id=231>

|                 |                             |             |  |
|-----------------|-----------------------------|-------------|--|
| <b>College:</b> | Clackamas Community College | <b>Date</b> |  |
|-----------------|-----------------------------|-------------|--|

### CAREER LEARNING AREA

|  |   |
|--|---|
| <input type="checkbox"/> Ag, Food & Natural Resource Systems | <input type="checkbox"/> Health Services                  |
| <input type="checkbox"/> Arts, Information & Communications  | <input type="checkbox"/> Human Resources                  |
| <input checked="" type="checkbox"/> Business & Management    | <input type="checkbox"/> Industrial & Engineering Systems |

### PROGRAM INFORMATION

| <u>APPROVED</u><br>Program Title<br><br><small>(For Official Program Title, refer to your directory at<br/><a href="http://www.ode.state.or.us/search/results/?id=232">http://www.ode.state.or.us/search/results/?id=232</a>)</small> | <u>APPROVED</u><br>CIP Code |                                 |                                 | <u>APPROVED</u><br>Recognition Award                               | Current<br>Credits |
|---|-----------------------------|---------------------------------|---------------------------------|--|--------------------|
|   | <u>6-digit CIP</u>          | <u>7<sup>th</sup><br/>digit</u> | <u>8<sup>th</sup><br/>digit</u> |  |                    |
| <b>Parent AAS Title:</b>  |                             |                                 |                                 | <input type="checkbox"/> Associate of Applied Science (AAS) Degree |                    |
| <b>Option Title**</b>   |                             |                                 |                                 | <input type="checkbox"/> <b>OPTION</b> to AAS Degree               |                    |
| <b>Certificate Title:</b> <u>Within</u> AAS Degree? <input checked="" type="checkbox"/> Yes** <input type="checkbox"/> No<br><b>Medical Billing and Coding</b>  | 51.0713                     |                                 |                                 | <input type="checkbox"/> CC0 Certificate (31-44 credits)           | 37                 |

\*\*Enter name of base degree in 'AAS Title' box

### TYPE OF PROGRAM AMENDMENT

(Check ALL That Apply)


|  |  |  |
|--|--|--|
| <input checked="" type="checkbox"/> <b>New Program++</b> | <input type="checkbox"/> Curriculum Revision       | <input type="checkbox"/> Revision in Program Credits |
| <input type="checkbox"/> Title Change for Program        |  | <i>Proposed Total Credits:</i> <input type="text"/>  |
| <i>Proposed AAS Title:</i>                               | <input type="text"/>                               |  |
| <i>Proposed OPTION Title:</i>                            | <input type="text"/>                               |  |
| <i>Proposed Certificate Title:</i>                       | <input type="text"/>                               |  |
| <input type="checkbox"/> <b>SUSPENSION</b> of Program    | <i>Reason for Suspension:</i> <input type="text"/> |  |
| Suspension Effective Date:                               | <input type="text"/>                               |  |



## CURRICULUM AMENDMENT

[List in a Defined Sequence of Courses Format, e.g., Quarter-to-quarter mapping.  
For a New Program, complete the Proposed Curriculum section only.]

| <b>CURRENT CURRICULUM</b><br>[List entire curriculum as last approved] |       |       |         | <b>PROPOSED CURRICULUM 2019-20</b><br>[List only course(s) to be amended] |  |       |         |
|--|-------|-------|---------|---|--|-------|---------|
| Course   | Title | Hours | Credits | Course  | Title  | Hours | Credits |
| Program Requisites*  |       |       |         |   |  |       |         |
|  |       |       |         | MA-110  | Medical Terminology                          | 44    | 4       |
|  |       |       |         | MTH-060<br>or<br>MTH-098  | Algebra I<br>Or<br>College Math Foundations  | 44    | 4       |
|  |       |       |         | WR-121  | English Composition                          | 44    | 4       |
| First Term   |       |       |         |   |  |       |         |
|  |       |       |         | BI-120  | Introduction to Human Anatomy and Physiology | 66    | 4       |
|  |       |       |         | MBC-115   | Insurance Billing and Reimbursement I        | 44    | 4       |
|  |       |       |         | MBC-120   | Introduction to Medical Coding               | 33    | 3       |
|  |       |       |         | MBC-135   | Law and Ethics for Healthcare Professions    | 33    | 3       |
| Second Term  |       |       |         |   |  |       |         |
|  |       |       |         | BA-131  | Introduction to Business Computing           | 44    | 4       |
|  |       |       |         | MBC-116   | Insurance Billing and Reimbursement II       | 33    | 3       |
|  |       |       |         | MBC-125   | ICD-10 Coding I                              | 40    | 2       |
|  |       |       |         | MBC-126   | CPT/HCPCS Coding I                           | 62    | 4       |
| Third Term   |       |       |         |   |  |       |         |
|  |       |       |         | COMM-218  | Interpersonal Communication                  | 44    | 4       |
|  |       |       |         | MBC-140   | Billing and Coding Exam Review               | 30    | 1       |
|  |       |       |         | MBC-225   | ICD-10, CPT® and HCPCS Coding II             | 73    | 5       |
| <b>TOTAL CURRENT CREDITS:</b>  |       |       |         | <b>TOTAL PROPOSED CREDITS:</b>  |  |       |         |
|  |       |       |         | 37  |  |       |         |
| *Program requisites do not count towards total program credits.        |       |       |         |   |  |       |         |

|   |   |                      |               |
|---|---|----------------------|---------------|
| <b>College Contact</b>                              | Cindy Garner  | <b>Telephone No.</b> | 0672          |
| <b>E-Mail Address</b>                               | <a href="mailto:Cindy.garner@clackamas.edu">Cindy.garner@clackamas.edu</a>          | <b>Fax No.</b>       | n/a           |
| <b>Chief Academic Officer or PTE Dean Signature</b> |  | <b>Date</b>          | <b>5/1/19</b> |

# Medical Billing and Coding

---

## Certificate

PROGRAM CODE: CC.MEDBILLCODE

Looking for a career in healthcare but don't want to give injections or draw blood? Work with physicians and help patients in the front office with the Medical Billing and Coding certificate from Clackamas Community College.

Medical Coders analyze the doctor's documentation using specific guidelines to determine the correct codes for billing the doctor's services. The insurance biller will apply healthcare laws to create and submit the claims for the doctor's work. The insurance biller will work with the insurance companies and patients to track the claims through payment of services rendered.

The work of the coder and insurance biller can produce prompt and proper payments to your doctor and lower their costs by applying current health insurance regulations and practices to healthcare billing, coding and reimbursement. After completing this program, students will be exposed to the knowledge to prepare them to sit for the national certification exams through the AAPC Certified Professional Biller (CPB) and Certified Professional Coder (CPC).

## PROGRAM OUTCOMES

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

- perform medical insurance billing, including producing claims and making changes to claims;
- apply coding and billing guidelines and laws;
- analyze insurance reimbursement forms to ensure insurance companies have paid accurately;
- post payments/adjustments to patient accounts;
- explain provider chart notes and code patient visits accurately for billing;
- communicate with providers and patients about billing and coding;
- describe healthcare laws that pertain to medical billing and coding;
- maintain confidentiality and security of patient data.

## CAREERS

Upon successful completion of this program, students should be able to work confidently in medical billing and/or coding.

For information contact Cindy Garner, 503-594-0672, [cindy.garner@clackamas.edu](mailto:cindy.garner@clackamas.edu), or Karen Maynard, 503-594-0695, [kmaynard@clackamas.edu](mailto:kmaynard@clackamas.edu).

## MEDICAL BILLING AND CODING CERTIFICATE REQUISITES

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The following requisites must be completed prior to the start of the first term. Curriculum requisites and requirements may change yearly. To see requisites or requirements, please review the department website.

| COURSE                              | CREDITS |
|-------------------------------------|---------|
| MA-110 Medical Terminology          | 4       |
| MTH-060 Algebra I                   |         |
| or MTH-098 College Math Foundations | 4       |
| WR-121 English Composition          | 4       |

## MEDICAL BILLING AND CODING CERTIFICATE

---

| FIRST TERM  | CREDITS |
|---|---------|
| BI-120 Introduction to Human Anatomy and Physiology | 4       |
| MBC-115 Insurance Billing and Reimbursement I       | 4       |
| MBC-120 Introduction to Medical Coding              | 3       |
| MBC-135 Law and Ethics for Healthcare Professions   | 3       |
| SECOND TERM   |         |
| BA-131 Introduction to Business Computing           | 4       |
| MBC-115 Insurance Billing and Reimbursement II      | 3       |
| MBC-125 ICD-10 Coding I                             | 2       |

|                                    |                                  |           |
|------------------------------------|----------------------------------|-----------|
| MBC-126                            | CPT/HCPCS Coding I               | 4         |
| THIRD TERM                         |                                  |           |
| COMM-218                           | Interpersonal Communication      | 4         |
| MBC-140                            | Billing and Coding Exam Review   | 1         |
| MBC-225                            | ICD-10, CPT® and HCPCS Coding II | 5         |
| <i>Credits required for degree</i> |                                  | <i>37</i> |

**Certificates of Completion between 12-44 credits have a defined job entry point and are completed in less than one year.**

This form provides additional information required by the NWCCU for accreditation. Signed copies must be submitted two weeks prior to [Curriculum Committee meetings](#).

|                                    |                                  |
|------------------------------------|----------------------------------|
| <b>Program Presenter</b>           | Cindy Garner                     |
| <b>Program Department/Division</b> | Health Sciences/TAPS             |
| <b>Program Type</b>                | Certificate of Completion (LTOY) |
| <b>Complete Program Title</b>      | Medical Billing and Coding       |
| <b>Credit Total (12-44)</b>        | 37                               |

### **Catalog description of new program**

***Must match description from CCWD CTE Program of Study Application***

Looking for a career in healthcare but don't want to give injections or draw blood? Work with physicians and help patients in the front office with the Medical Billing and Coding certificate from Clackamas Community College.

Medical Coders analyze the doctor's documentation using specific guidelines to determine the correct codes for billing the doctor's services. The insurance biller will apply healthcare laws to create and submit the claims for the doctor's work. The insurance biller will work with the insurance companies and patients to track the claims through payment of services rendered.

The work of the coder and insurance biller can produce prompt and proper payments to your doctor and lower their costs by applying current health insurance regulations and practices to healthcare billing, coding and reimbursement. After completing this program, students will be exposed to the knowledge to prepare them to sit for the national certification exams through the AAPC Certified Professional Biller (CPB) and Certified Professional Coder (CPC).

### **Similar to an existing program?**

No.

### **Program-Level Student Learning Outcomes**

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

- perform medical insurance billing, including producing claims and making changes to claims;
- apply coding and billing guidelines and laws;
- analyze insurance reimbursement forms to ensure insurance companies have paid accurately;

For questions and assistance, contact Curriculum Office at [curriculum@clackamas.edu](mailto:curriculum@clackamas.edu)

- post payments/adjustments to patient accounts;
- explain provider chart notes and code patient visits accurately for billing;
- communicate with providers and patients about billing and coding;
- describe healthcare laws that pertain to medical billing and coding;
- maintain confidentiality and security of patient data.

## Program-Level Assessment Plan

Students will be assessed on reading the material, practice exercises and testing (chapter quizzes, mid-terms, and a final exam per course) and must attain a minimum of 70% overall in each course to receive a less than one year certificate of completion for this course.

### Will there be revenues associated with the new program?

(i.e. bonds, grants, reallocation)

- Yes  No

### New Courses needed?

- Yes  No

| CRSE    | Title                                     | Credits | Term |
|---------|---|---------|------|
| MBC-115 | Insurance Billing and Reimbursement I     | 4       | FA   |
| MBC-116 | Insurance Billing and Reimbursement II    | 3       | WI   |
| MBC-120 | Introduction to Medical Coding            | 3       | FA   |
| MBC-125 | ICD-10 Coding I                           | 2       | WI   |
| MBC-126 | CPT/HCPCS Coding I                        | 4       | WI   |
| MBC-135 | Law and Ethics for Healthcare Professions | 3       | FA   |
| MBC-140 | Billing and Coding Exam Review            | 1       | SP   |
| MBC-225 | ICD-10, CPT® and HCPCS Coding II          | 5       | SP   |

### New Sections needed?

- Yes  No

### Additional faculty needed?

- Yes  No

### Please explain how current faculty will be sufficient to staff new program

The Department of Health Sciences currently has faculty who are credentialed or meeting credentials to teach these courses. The Department has further resources to recruit part-time instructors to support, as needed.

**New physical facilities and equipment needed?**

Yes  No

**Please explain how the current physical facilities and equipment will be allocated to meet the needs of the new program**

The classrooms and computer labs at the Harmony Community Campus – and at the Oregon City and Wilsonville campuses, if necessary – are adequate to meet the instructional and learning needs of the program.

**New Student Services needed?**

[Link to student services listed in the current catalog](#)

Yes  No

**Please explain how the current Student Services will accommodate the needs of the new program**

Current Student Services available across the three campuses are adequate.

**Other expenses?**

Yes  No

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**Division Dean Signature/Date**

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**Department Chair Signature/Date**

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**Faculty/Program Lead Signature/Date**  
(optional)



**APPLICATION for a NEW PROGRAM**  
**CAREER TECHNICAL EDUCATION (CTE)**

Department forms change periodically. It is the college's responsibility to use the most current forms available. Current forms, handouts and other useful resources are located at <http://www.ode.state.or.us/opportunities/grants/perkins/postsecondary/appsandwkshts.aspx>

**Note:** It is essential that the companion document, the Planning Guide & Application Worksheet, is used in representing your new program. The Application Worksheet must be kept on file at the college and made available upon request.

**Section 1. College Contact Information**

|                |                                    |
|----------------|------------------------------------|
| <b>College</b> | <b>Clackamas Community College</b> |
|----------------|------------------------------------|

|                                 |  |
|---------------------------------|--|
| <b>College Point Of Contact</b> | Dru Urbassik   |
| <b>Title</b>                    | Director, Curriculum & Scheduling  |
| <b>Department, Division</b>     | Institutional Effectiveness & Planning                                     |
| <b>Mailing Address</b>          | 19600 Molalla Avenue   |
| <b>City, State Zip Code</b>     | Oregon City, OR 97045  |
| <b>Phone</b>                    | 503-594-6217   |
| <b>Fax</b>                      | 503-650-6659   |
| <b>E-Mail</b>                   | <a href="mailto:dru.urbassik@clackamas.edu">dru.urbassik@clackamas.edu</a> |

|                               |   |
|-------------------------------|---|
| <b>Program Contact Person</b> | Cindy Garner / Karen Maynard  |
| <b>Title</b>                  | Part-time Faculty / Full-Time Faculty & Medical Assistant Program Director  |
| <b>Department, Division</b>   | Health Sciences, TAPS   |
| <b>Mailing Address</b>        | 7738 S.E. Harmony Road  |
| <b>City, State Zip Code</b>   | Milwaukie, Oregon 97222   |
| <b>Phone</b>                  | 503-594-0672 / 503-594-0695   |
| <b>Fax</b>                    |   |
| <b>E-Mail</b>                 | <a href="mailto:cindy.garner@clackamas.edu">cindy.garner@clackamas.edu</a> / <a href="mailto:kmaynard@clackamas.edu">kmaynard@clackamas.edu</a> |

**Section 2. Program Award Information**

|                                 |   |
|---------------------------------|---|
| <b>Name of Proposed Program</b> | <b>Medical Billing and Coding program</b> |
|---------------------------------|---|

|   | <b>Type of Program</b><br>(Check all that apply if the programs are related)  | <b>Total Credits</b> |
|---|---|----------------------|
|   | Associate of Applied Science (AAS) Degree   |                      |
|   | Associate of Applied Science Degree, Option<br>(An option is a specialized area within a base AAS. Must maintain 70% of common credits with base AAS) |                      |
| ✓ | Certificate of Completion   | <b>37</b>            |

|                          |   |
|--------------------------|---|
| <input type="checkbox"/> | <b>Business and Industry-based Program</b><br>(privately-contracted, closed enrollment) |
|--------------------------|---|

|                          |  |
|--------------------------|--|
| ✓                        | <b>Career Area (please check the appropriate area)</b> |
| <input type="checkbox"/> | Agriculture, Food & Natural Resources Systems          |
| <input type="checkbox"/> | Arts, Information & Communications                     |
| <input type="checkbox"/> | Business & Management                                  |
| ✓                        | Health Services  |
| <input type="checkbox"/> | Human Resources  |

|   |
|---|
| <b>Industrial &amp; Engineering Systems</b> |
|---|

| <b>EII Education Specialist</b> |  |
|---------------------------------|--|
| <b>Name</b>                     |  |
| <b>Phone</b>                    |  |
| <b>E-Mail</b>                   |  |

|   |                |
|---|----------------|
| <b>Proposed Program Implementation Date</b> | Fall term 2019 |
|---|----------------|

|                 |         |                  |  |
|-----------------|---------|------------------|--|
| <b>CIP Code</b> | 51.0713 | <b>CIP Title</b> | Medical Insurance Coding Specialist/ Coder |
|-----------------|---------|------------------|--|

|   |
|---|
| <b>CIP Narrative Description</b>  |
| <p><b><u>Medical Insurance Coding Specialist/Coder.</u></b> A program that prepares individuals to perform specialized data entry, classification, and record-keeping procedures related to medical diagnostic, treatment, billing, and insurance documentation. Includes instruction in medical records and insurance software applications, basic anatomy and physiology, medical terminology, fundamentals of medical science and treatment procedures, data classification and coding, data entry skills, and regulations relating to Medicare and insurance documentation.</p> |

|  |
|--|
| <b>Program Summary</b>   |
| <p>Looking for a career in healthcare but don't want to give injections or draw blood? Work with physicians and help patients in the front office with the Medical Billing and Coding certificate from Clackamas Community College.</p> <p>Medical Coders analyze the doctor's documentation using specific guidelines to determine the correct codes for billing the doctor's services. The insurance biller will apply healthcare laws to create and submit the claims for the doctor's work. The insurance biller will work with the insurance companies and patients to track the claims through payment of services rendered.</p> <p>The work of the coder and insurance biller can produce prompt and proper payments to your doctor and lower their costs by applying current health insurance regulations and practices to healthcare billing, coding and reimbursement. After completing this program, students will be exposed to the knowledge to prepare them to sit for the national certification exams through the AAPC Certified Professional Biller (CPB) and Certified Professional Coder (CPC).</p> |

|  |  |
|--|--|
| <b>Financial Assistance Options Sought for and/or Approved for the Program</b> |  |
| (Check all that apply)   |  |
| <input checked="" type="checkbox"/>  | <b>Federal Financial Aid Options</b>   |
| <input checked="" type="checkbox"/>  | <b>Workforce Investment Act – Individual Training Account</b>                            |
| <input checked="" type="checkbox"/>  | <b>Veterans Benefits</b>   |
| <input checked="" type="checkbox"/>  | <b>State of Oregon Financial Aid</b> Describe: Oregon Opportunity Grant                  |
| <input checked="" type="checkbox"/>  | <b>College Financial Aid</b> Describe: Scholarships, tuition waivers, internships        |
| <input checked="" type="checkbox"/>  | <b>Private Business, Foundation Aid</b> Describe: Scholarships                           |
| <input checked="" type="checkbox"/>  | <b>Other:</b> Describe: Voc Rehab funds, Social Services funds, Tribal Educational funds |



### Section 3. Program Approval Standards

#### **Standard A**

***Need: The community college provides clear evidence of the need for the program.***

#### **Program Highlights**

<https://www.medicalbillingandcoding.org/salary> Employment of medical records technicians and health information technicians, which includes medical billing and coding specialists, is expected to grow 13% between 2016 and 2026, according to the [U.S. Bureau of Labor Statistics](https://www.bls.gov/ooh/Healthcare/Medical-records-and-health-information-technicians.htm#tab-6) (BLS)

Medical Billing & Coding falls under the heading of Medical Records and Health Information Management. <https://www.bls.gov/ooh/Healthcare/Medical-records-and-health-information-technicians.htm>

#### **Standard B**

***Collaboration: The community college utilizes systemic methods for meaningful and ongoing involvement of the appropriate constituencies.***

#### **Program Highlights**

This program would expand the college's constituencies. Given the new career paths it also enables existing students another option of a contiguous program that has a solid job market for them. Should they combine this new program with an existing medical certificate (ex, Medical Assistant), they become highly marketable and in demand.

#### **Standard C**

***Alignment: The program is aligned with appropriate education, workforce development, and economic development activities.***

#### **Program Highlights**

The program is structured to give well rounded instruction in Insurance Billing and Medical Coding to pass the certification exam (CPC or CPB through the AAPC) by the end of the 3 terms of work. Several healthcare employers/managers have been surveyed and indicate they are hiring for these positions. The certification is a large part of what they are looking for in a new employee.

**Standard D**

**Design:** *The program leads to student achievement of academic and technical knowledge, skills, and related proficiencies.*

**Program Highlights**

The program is set up for a 3 term course of study where the students will have an option of (a minimum of) 2 career paths: Medical Billing and Medical Coding. This program will prepare them to sit for the AAPC National certification exam in Medical Billing (CPB) and/or Medical Coding (CPC) (certification exams are an additional cost paid to the AAPC). If they add one or both of these certifications to another medical certification (ex, Medical Assistant), it greatly improves the students' marketability.

**Standard E**

**Capacity:** *The community college identifies and has the resources to develop, implement, and sustain the program.*

**Program Highlights**

There are 3 pre-requisites for this program: WR-121 English Composition, MA-110 Medical Terminology, and, MTH-060 Algebra I OR MTH-098 College Math Foundations. These courses already exist at the college and there should be no additional costs involved.

The courses will use existing resources: the instructor is already part-time faculty at the college. There is already a computer lab and available classrooms for the program.

**Section 4. Proposed Curriculum**

| <b>PROPOSED CURRICULUM</b><br>[List in a Defined Sequence of Courses Format,<br>e.g., Quarter-to-quarter mapping] |  |              |                |
|---|--|--------------|----------------|
| <b>Course</b>   | <b>Title</b>                                 | <b>Hours</b> | <b>Credits</b> |
| <b>TERM 1</b>   |  |              |                |
| BI-120  | Introduction to Human Anatomy and Physiology | 66           | 4              |
| MBC-115   | Insurance Billing and Reimbursement I        | 44           | 4              |
| MBC-120   | Introduction to Medical Coding               | 33           | 3              |
| MBC-135   | Law and Ethics for Healthcare Professions    | 33           | 3              |
| <b>TERM 2</b>   |  |              |                |
| BA-131  | Introduction to Business Computing           | 44           | 4              |
| MBC-116   | Insurance Billing and Reimbursement II       | 33           | 3              |
| MBC-125   | ICD-10 Coding I                              | 40           | 2              |
| MBC-126   | CPT/HCPCS Coding I                           | 62           | 4              |
| <b>TERM 3</b>   |  |              |                |
| COMM-218  | Interpersonal Communication                  | 44           | 4              |
| MBC-140   | Billing and Coding Exam Review               | 30           | 1              |
| MBC-225   | ICD-10, CPT® and HCPCS Coding II             | 73           | 5              |
| <b>TOTAL PROPOSED CREDITS:</b>  |  |              | <b>37</b>      |

**Section 5. Assurances and Signature**

**College Authority Signature**  
(Applications must be signed by the chief academic officer or the president)

I have reviewed this application and supporting documents and attest to the accuracy, clarity, and completeness. The college will comply with the following assurances:

1. **Access.** The college and program will affirmatively provide access, accommodations, flexibility, and additional/supplemental services for special populations and protected classes of students.
2. **Continuous improvement.** The college has assessment, evaluation, feedback, and continuous improvement processes or systems in place. For the proposed program, there will be opportunities for input from and concerning the instructor(s), students, employers, and other partners/stakeholders. Program need and labor market information will be periodically re-evaluated and changes will be requested as needed.
3. **Adverse impact & detrimental duplication.** The college will follow all current laws, rules, and procedures and has made good faith efforts to avoid or resolve adverse *intersegmental* and *intra*segmental impact and detrimental duplication problems with other relevant programs or institutions.
4. **Program records maintenance & congruence.** The college acknowledges that the records concerning the program title, curriculum, CIP code, credit hours, and other identifying and descriptive information maintained by the Department are the official records and it is the college's responsibility to keep the college records aligned with those of the Department. The college will not make changes to the program without informing and/or receiving approval from the Department.

Our staff has worked closely with CCWD-EII staff in the development of the proposed program and completion of this application. The proposed program:

1. Has been designed to meet the State Board of Education approval standards for Need,
2. Collaboration, Alignment, Design and Capacity, as well as the elements identified that that are essential to a quality program;
3. Our college board has approved the proposed program described in this application;
4. All local campus procedures have been completed; and
5. This program is ready to be reviewed by CCWD-EII staff on behalf of the State Board of Education.

**It is understood that documentation or evidence may be requested by CCWD-EII staff if additional information is needed.**

|                                    |                                   |
|------------------------------------|-----------------------------------|
| <b>Signature</b>                   |                                   |
| <b>Title</b>                       | Director, Curriculum & Scheduling |
| <b>Name<br/>(Printed or typed)</b> | Dru Urbassik                      |
| <b>Date</b>                        |                                   |



**Labor Market Supply and Demand Factors for  
Community College Program Evaluation  
(LMI Worksheet)**

Department forms change periodically and it is the college’s responsibility to use the most current forms available. Forms, handouts and useful resources are located at <http://www.odccwd.state.or.us/prgapproval/>

This document is a guide and worksheet for the college to investigate and evaluate the labor market supply and demand factors related to a proposed professional technical program. It also provides required documentation relevant to the State Board of Education approval standard for “Need.” This form is for planning purposes as college prepare to submit a Notice of Intent for a proposed Associate of Applied Science degree or certificate of completion program through the Oregon Community College Program Submission System (Webforms). It may be necessary to update or correct some information and you may be asked for additional information. If so, a revised LMI Worksheet will be required when submitting the New Program Application (NPA) in Webforms.

|                       |  |              |                |
|-----------------------|--|--------------|----------------|
| <b>College</b>        | <b>Clackamas Community College</b>   |              |                |
| <b>Contact Person</b> | <b>Karen Maynard/Cindy Garner</b>  |              |                |
| <b>E-Mail</b>         | <a href="mailto:Kmaynard@clackamas.edu">Kmaynard@clackamas.edu</a>         | <b>Phone</b> | (503)594-0695  |
|                       | <a href="mailto:Cindy.garner@clackamas.edu">Cindy.garner@clackamas.edu</a> |              | (503) 594-0672 |

|   |         |  |   |
|---|---------|--|---|
| <b>Name of proposed program</b>                         |         | <b>Medical Billing and Coding Specialist</b> |   |
| <b>Credential(s) or form(s) of recognition proposed</b> |         | Certificate                                  |   |
| <b>CIP code</b>   | 51.0713 | <b>CIP title</b>                             | Medical Insurance Coding Specialist/Coder |



Information is available to complete much of this form at the Employment Department’s Web site <http://www.QualityInfo.org> in the *Occupational Information Center* and the *Educational Information Center*. If necessary, the college may contact the Employment Department’s Occupational Economist at (503) 947-1233 with questions about this information. Not all information needed to establish and document need is necessarily found through Oregon Employment Department resources. Please refer to the section, “Labor Market Supply and

Demand Factors Explanation” later in this document for additional information concerning each question. It is the college’s responsibility to utilize any sources of information available to adequately provide evidence of need.



**1. What are the common job titles for the occupations that use the skills your program will teach?**

|   |
|---|
| Medical Billing Specialist (Billing and Posting Clerks (433021)                         |
| Medical Coding Specialist (Medical Records and Health Information Technicians (292071)) |

*Source of this information:* General knowledge, job announcements, employers

**2. What occupational title(s) used by the Employment Department’s Occupational Information Center on the <http://www.QualityInfo.org> Web site most closely describes the above occupations? What is the occupational description in the Occupational Information Center? (This is the occupation and description for which the data below will describe)**

| <b>Occupational Title</b>   | <b>Description</b>   |
|---|--|
| Medical Coding Specialist; IP Coder (Medical Records and Health Information Technicians (292071)) | Compile, process, and maintain medical records of hospital and clinic patients in a manner consistent with medical, administrative, ethical, legal, and regulatory requirements of the health care system. Process, maintain, compile, and report patient information for health requirements and standards in a manner consistent with the healthcare industry’s numerical coding system. Excludes “File Clerks” (43-4071). |
| Medical Billing Specialist (Billing and Posting Clerks (433021)                                   | Compile, compute, and record billing, accounting, statistical, and other numerical data for billing purposes. Prepare billing invoices for services rendered or for delivery or shipment of goods.   |

*Source of this information:* Occupational Information Center on <http://www.QualityInfo.org>

**3. What is the current number of jobs in the occupation(s)?**

Region # (Portland Tri-County-Washington, Clackamas and Multnomah counties)  
 (1-15, See the Regions section of <http://www.QualityInfo.org> for region descriptions)

| Occupational Title                           | Most Recent Employment |              |                           |
|--|------------------------|--------------|---------------------------|
|  | Region                 | Oregon       | Nation                    |
| Medical Billing Specialist(Quality Info.org) | <b>2,743</b>           | <b>5,238</b> | <b>206,300<br/>(2016)</b> |
| Medical Coding Specialist                    | <b>2,152</b>           | <b>3,449</b> | <b>206,300<br/>(2016)</b> |

**6. What is the 10-year growth rate for this occupation?**

| Occupational Title                | Most Recently Published 10-Year Growth Rate |              |   |
|-----------------------------------|---|--------------|---|
|                                   | Region                                      | Oregon       | Nation                                      |
| <b>Medical Coding Specialist</b>  | <b>2,456</b>                                | <b>3,899</b> | <b>234,100</b><br>13% (Faster than average) |
| <b>Medical Billing Specialist</b> | <b>3,217</b>                                | <b>6,132</b> | <b>Same as above</b>                        |

Source of this information: Regional and Oregon data on the Occupational Information Center is on <http://www.QualityInfo.org>; National data is at <http://www.bls.gov/emp/emptab21.htm>

**7. What is the average annual (replacement and growth) job openings expected over the next 10 years in this occupation?**

| Occupational Title                          | Average Annual Openings |            |        |
|---|-------------------------|------------|--------|
|   | Region                  | Oregon     | Nation |
| <b>Medical Billing or Coding Specialist</b> | <b>137</b>              | <b>217</b> |        |

Source of this information: Regional and Oregon data on the Occupational Information Center is on <http://www.QualityInfo.org>; National data is at <http://www.bls.gov/emp/emptab21.htm>;

**8. Is a license required by the state of Oregon to perform this occupation?**

Yes \_\_\_\_\_ If yes, how many licenses were held in the most recent year? \_\_\_\_\_  
 No **XX** \_\_\_\_\_

Source of this information: <http://www.QualityInfo.org> Look up the occupation at <http://www.qualityinfo.org/olmisj/OIC> and then at License Information

**9. What are the education, work experience, and on the job training typically needed for the related occupation(s)?**

(On-the-job Training, Work Experience, Post-secondary, Apprenticeship, Certificate of Completion, Associate, Bachelor's)

| Occupational Title                | Education, work experience and on-the-job training typically needed  |
|-----------------------------------|--|
| <b>Medical Billing Specialist</b> | <b>High school diploma or equivalent required; strong medical insurance training/experience; claims processing, strong knowledge of medical billing and coding. Know basic accounting functions, familiar with credentialing; experience with EMR and MS Office; excellent communication skills.</b>   |
| <b>Medical Coding Specialist</b>  | <b>High school diploma or equivalent required; Solid understanding of revenue codes (ICD-10, CPT and HCPCS). EMR and MS Office Strong Typing skills, Excellent communication skills; strong knowledge of medical billing Completion of classes in medical terminology, anatomy and physiology, ICD 10, CM, and CPT coding conventions, and disease processes required. Successful completion of college based coding program preferred; certification preferred or required.</b> |

Source of this information: Occupational Information Center on <http://www.QualityInfo.org>

**10. What are the competitive educational requirements for the related occupation(s)?** ( Post-secondary training, , Associate, or Bachelor's)

| Occupational Title                | Competitive Educational Requirement  |
|-----------------------------------|--|
| <b>Medical Billing Specialist</b> | <i>Associates degree; on the job billing experience; formal training helpful;</i>                            |
| <b>Medical Coding Specialist</b>  | <i>Certification helpful<br/>Associates degree; on the job coding experience; Certification (CPC OR CCS)</i> |

Source of this information: Occupational Information Center on <http://www.QualityInfo.org>

**11. Potential wages for this occupation**

| Occupational Title                          | Entry (use 10 <sup>th</sup> percentile if available) | Avg. (use median if available) | High (use 90 <sup>th</sup> percentile if available) |
|---|--|--------------------------------|---|
| <b>Medical Billing or Coding Specialist</b> |  |                                |   |
| Region                                      | \$15.02  | \$19.69                        | \$26.49   |
| Oregon                                      | 14.17  | \$19.16                        | \$28.07   |
| Nation                                      | \$25,810/year  | \$39,180/year                  | \$64,610/year                                       |

(Note: If the 10<sup>th</sup> and 90<sup>th</sup> percentile and median are not available, provide whatever wage data is available and note source of data.) Source of this information: Oregon and Regional Wage Information publications under the Publications section on <http://www.QualityInfo.org>

**12. How many individuals completed the indicated CIP program in Oregon? (List each training facility and degree/certificate/award combination)**

| Program Year | School/Training facility                      | Type of degree/cert./diploma/award received | # of completers |
|--------------|---|---|-----------------|
| <b>2016</b>  | <a href="#">Lane Community College</a>        | Postsec. Awards/Cert./Diplomas;<br><1 yr.   | <b>5</b>        |
| <b>2016</b>  | <a href="#">Linn-Benton Community College</a> | Postsec. Awards/Cert./Diplomas;<br>1-2 yrs. | <b>11</b>       |
| <b>2016</b>  | <a href="#">Mt Hood Community College</a>     | Postsec. Awards/Cert./Diplomas;<br><1 yr.   | <b>7</b>        |
| <b>2016</b>  | <a href="#">Umpqua Community College</a>      | Postsec. Awards/Cert./Diplomas;<br>1-2 yrs. | <b>8</b>        |
|              |   |   |                 |

Source of this information: Educational Information Center on <http://www.QualityInfo.org>

**13. Answer the following questions concerning career ladders/career pathways**

**What are the potential career ladder, or “lattice,” steps or the career pathway for programs completers? :**

In patient coding; Coding Compliance, Auditor, Analyst, Risk Adjustment coder, Health Information Technician

**What is the typical education needed for these jobs?**

Coding certification; Associates in business/healthcare; work experience; well versed in insurance billing and reimbursements

**Is training available for related career ladder/pathway occupation(s) and at what types of Institutions?**

Yes; Community Colleges throughout the region and state

Source of this information: Occupational Information Center “related occupations” on <http://www.QualityInfo.org>, Occupational Projections Handbook at <http://www.bls.gov/oco/home.htm>, general knowledge





|   |   |   |
|---|---|---|
| 2 | <p>What occupational title(s) used by the Employment Department's Occupational Information Center on the <a href="http://www.QualityInfo.org">http://www.QualityInfo.org</a> website most closely describes the above occupations? What is the occupational description in the Occupational Information Center?</p> | <ul style="list-style-type: none"> <li>• The Employment Department compiles labor market information on over 720 occupational titles.</li> <li>• The title(s) identified here should be the title(s) representing the occupations that program completers qualify for.</li> <li>• There are, in reality, thousands of occupational titles. <b>Some community college programs will train specifically for one of the 720 occupations the Employment Department compiles labor market information for. Others do not fit neatly into these categories.</b> Finding labor market information for the occupations that do not fit neatly into one of the 720 occupations will take extra effort.</li> </ul>  |
| 3 | <p>What is the current number of jobs in the occupation(s) in: Region, Oregon, Nation</p>   | <ul style="list-style-type: none"> <li>• The size of the occupation is <b>an indicator of how many jobs are available</b> in the occupation. Generally, the larger the occupation, the more jobs that will be available for workers. The smaller the occupation, the fewer jobs available. Starting a training program for a smaller occupation may result in too many trained workers. This is <b>one piece of the puzzle</b> that helps indicate the need for trained workers.</li> <li>• Because the <b>workforce is mobile</b>, the regional, state, and national data indicate whether this is a relatively larger or smaller occupation at all three geographic levels. There may not be much demand for the occupation in the local region but there may be at the statewide or national level.</li> </ul> |
|   |   | <ul style="list-style-type: none"> <li>•</li> </ul>   |
| 6 | <p>What is the 10-year growth rate for this occupation? Region, Oregon, Nation</p>  | <ul style="list-style-type: none"> <li>• Looking at the growth rate will help show the <b>long-term outlook</b>. It will show if the occupation is expected to grow, decline, or remaining the same in the long term. A growing occupation will have job openings due to growth in addition to replacing workers who leave the labor force. Training individuals in a declining occupation can result in the supply of trained individuals greater than the demand for workers.</li> </ul>  |
|   |   | <ul style="list-style-type: none"> <li>• Because the <b>workforce is mobile</b>, looking at all geographic areas is important. The trend at the regional level may be different than at the state or national level.</li> <li>• Keep in mind that the 10-year employment projections used to determine the growth rate are <b>based on the most current information available regarding the future and past trends</b>. The best information available is used to make the projections but the economy is ever-changing and some economic changes are not foreseen, whether it be a long-term recession or a new business entering a local economy. The growth rate is a projected rate over the long term, over the 10-year employment projections period.</li> </ul>  |

|    |  |  |
|----|--|--|
| 7  | What is the total annual (replacement and growth) job openings expected over the next 10 years in this occupation? | <ul style="list-style-type: none"> <li>• <b>Replacement openings</b> are job openings due to people leaving the labor force. <b>Growth openings</b> are job openings that are created due to growth, such as a new business opening or another expanding.</li> <li>• While the total employment in the occupation indicates the relative size of the occupation, and the growth rate helps show the outlook for the occupation, the <b>total annual openings is an indicator of how many job openings are expected each year due to growth and replacement job openings.</b> Occupations with lower numbers of annual job openings will have fewer opportunities than those with higher numbers of openings. The number of annual job openings does not include turnover, or the movement of individuals from one job to another. It does cover the new (growth) jobs and the job openings due to individuals leaving the labor force (replacement).</li> </ul>  |
| 8  | Is a license required to perform this occupation in the state of Oregon?   | <ul style="list-style-type: none"> <li>• For occupations that are significantly self-employed or for occupations that do not match one of the Employment Departments occupational titles, <b>the number of occupational licenses is another indicator</b> of the number of people available for this occupation.</li> </ul>  |
| 9  | What are the education, work experience, and on-the-job training typically needed for the related occupation(s)?   | <ul style="list-style-type: none"> <li>• This question indicates the typical level of education, on-the-job training, and work experience generally required by employers hiring people in this occupation. <b>If this level is different than that offered by the community college, there may be a mismatch between the training program and the education employers look for when hiring.</b></li> <li>• Employers may generally seek individuals with more than a community college education, in which case <b>the training program may be a step to the four-year college level training</b>, or on the other hand, <b>they may hire workers with less than a community college education.</b> In this case, it would be necessary to look into why they are hiring at a lower level, if formal training is necessary to get a job, or if the community college training would make them more competitive in the labor market.</li> <li>• Of course, <b>not all jobs within an Employment Department - defined occupational category necessarily have the same minimum educational requirement.</b> One employer, for instance, may ask that an individual have a degree to work as an animal caregiver, another may only ask for experience working with animals. So this typical level needed <b>is a guide.</b> If there is a question about how this requirement compares to the proposed training, further investigation into the requirements of potential employers of graduates may be merited.</li> </ul> |
| 10 | 10. What are the <u>competitive</u> educational requirements for the   | <ul style="list-style-type: none"> <li>• <b>The competitive educational level indicates the level that is one step beyond the typical requirement.</b> This level is important because gaining a competitive level of education may</li> </ul>   |

|    |  |  |
|----|--|--|
|    | <b>related occupation(s)?</b> ( Post-secondary training, , Associate, or Bachelor's)   | aid the job seeker in obtaining employment, making them more attractive to employers than other job seekers with less education. On the other hand, if there are lots of job openings and too few job seekers, the competitive edge may not be necessary.  |
|    |  | <ul style="list-style-type: none"> <li>Like the typical educational requirements, not all jobs within an occupational category necessarily have the same competitive educational requirement.</li> </ul>   |
|    |  | <ul style="list-style-type: none"> <li></li> </ul>   |
| 11 | Potential wages for this occupation in Region and Oregon:  | <ul style="list-style-type: none"> <li><b>Starting, as well as average and higher wage levels, should be considered when analyzing a training program.</b> Individuals considering extensive training for occupations that pay lower wages may not enter those programs if they have to invest a lot of resources in a program that results in a low paying job, especially if employers don't generally ask for formal training. When considering a new program that trains for a lower paying job, colleges should be aware of this issue.</li> </ul>  |
|    |  | <ul style="list-style-type: none"> <li>If a program trains for a lower wage job, <b>consider wages along with the potential career ladder/lattice</b> for the position. It may be that it is a lower paying occupation but there are numerous career opportunities ahead for graduates.</li> </ul>   |
|    |  | <ul style="list-style-type: none"> <li>The actual wages of individuals will vary. The Oregon Employment Department wage data is based on employer surveys of what they are paying their employees. <b>These figures are a guide, but should be viewed as a range,</b> not absolute figures.</li> </ul>   |
|    |  |  |
| 12 | How many individuals completed the related CIP program in Oregon? (List each training facility and degree/certificate/award combination)   | <ul style="list-style-type: none"> <li>This is one indication of the <b>supply of individuals entering the workforce</b> who are trained in this occupation. If the number of people completing the training program far exceeds the number of people needed to fill job openings, there is potentially a worker surplus. If the number of completers is much less than the number of job openings, there is potentially a need for more trained individuals.</li> </ul>   |
|    |  |  |
| 13 | <p>Answer the following questions concerning career ladders/career pathways:</p> <p>a. What are the potential career ladder or "lattice " steps or the career pathway for programs completers?</p> <p>b. <b>What is the typical education needed for these jobs?</b></p> <p>c. Is training available for</p> | <ul style="list-style-type: none"> <li><b>The potential for advancement may or may not exist for different occupations.</b> Some occupations have obvious career ladders or career pathways, and others do not. With today's ever-changing economy, having skills that will transfer to another occupation is very helpful to ensure continued employment. One way to identify if transferable skills will help program completers find jobs in other occupations if they so desire is by looking at other related occupations that would be a natural progression, either as a ladder-step or lattice-move, or as part of an identified pathway.</li> <li>Programs with <b>potential for advancement may be more appealing</b> to some individuals than those which do not have advancement potential.</li> </ul> |

|    |  |   |
|----|--|---|
|    | related career ladder/pathway occupation(s) and at what types of institutions?   | <ul style="list-style-type: none"> <li>Some career ladders and pathways may be difficult to identify, or they may be more like a career “lattice” than a ladder. Identifying any career opportunities to show potential advancement and where transferable skills could be applied <b>helps show the complete potential for program completers.</b></li> </ul>  |
| 14 | Please describe any other labor market information that may be relevant to this program (i.e., It is a heavily self-employed occupation, it is a high turn-over occupation, there is currently a severe shortage of workers in the occupation, the college is partnering with a private employer who had indicated there is a shortage, etc) | <ul style="list-style-type: none"> <li>This is a chance to add <b>any other information</b>. For example, maybe the employment data does not show a significant demand for an occupation, but after the most recent employment figures available from the Employment Department were calculated, a new firm made plans to move into the area near the community college and will be hiring workers. This is considered labor market information because it is an increase in the demand for workers, but it is not reflected in the employment data.</li> </ul> |

# NOA Worksheet

(For Internal Use Only)

Program Name: \_\_\_\_\_  
First Offered Date: \_\_\_\_\_ Student Estimate: \_\_\_\_\_ College POC: \_\_\_\_\_  
Business & Industry?  Credits: \_\_\_\_\_

Award(s) for this Program  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Other locations (Institutions) this Program will be offered  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CIP Family: \_\_\_\_\_ CIP: \_\_\_\_\_  
Associated Program: \_\_\_\_\_

College Program Description  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Labor Market Need  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Target Population  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Program Contact Information  
Contact Name: \_\_\_\_\_ Contact Title: \_\_\_\_\_  
Contact Dept.: \_\_\_\_\_ Contact Email: \_\_\_\_\_  
Contact Phone: \_\_\_\_\_ Contact Fax: \_\_\_\_\_

Include Contact Info?: