

**Present:** Matthew Fox (ASG), Dustin Bare, Nora Brodnicki, Frank Corona (Chair), Jeff Ennenga, Megan Feagles (Recorder), Ida Flippo, Sharron Furno, Darlene Geiger, Sue Goff, Shalee Hodgson, Jason Kovac, Kara Leonard, Lupe Martinez, Lilly Mayer, Jeff McAlpine (Alternate Chair), Suzanne Munro, Scot Pruyn, Lisa Reynolds, Cynthia Risan, Dru Urbassik, Helen Wand, MaryJean Williams (Alternate Chair)

**Guests:** Cindy Garner, Jarett Gilbert, Eric Roberts

**Absent:** Rich Albers, Karen Ash, Dave Bradley, Rick Carino, Elizabeth Carney, Mike Mattson, Tracy Nelson, David Plotkin, Tara Sprehe, Sarah Steidl

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**1. Welcome & Introductions**

**2. Approval of Minutes**

- a. Approval of the April 19, 2019 minutes  
*Motion to approve, approved*

**3. Consent Agenda**

- a. Course Number Changes
- b. Course Title Change
- c. Reviewed Outlines for Approval  
*Motion to approve, approved*

**4. Informational Items**

- a.

**5. Old Business**

- a. Review Upcoming Membership Vacancies
  - i. Frank Corona presented
  - ii. Deans are responsible for filling the vacant positions
    - 1. Suzanne Monroe sabbatical in fall. Andrea Vergun filling in.

**6. New Business**

a. **Course Inactivations**

- i. ART-106, 107, 108, 221, 222
  - 1. Nora Brodnicki presented
  - 2. These courses were equated to DMC courses and it causes issues for Advising. As a result, the Art Department is replacing any instance of these ART prefix courses with the identical DMC prefix course.

*Motion to approve, approved*

b. **Course Hours/Instructional Method/Credits Change**

- i. DMC-109
  - 1. Nora Brodnicki presented
  - 2. Previously 22 LE/LA, 1 credit, proposing to change to 66 LE/LA, 3 credits
  - 3. The content of the course was too much for 22 LE/LA hours. The instructor was meeting with students outside of class to get the work done.

*Motion to approve, approved*

c. **New Courses**

- i. MBC-115
- ii. MBC-116
- iii. MBC-120
- iv. MBC-125
- v. MBC-126
- vi. MBC-135
  - 1. Could this be used as a general Allied Health ethics course? The department will consider this in the future.
- vii. MBC-140
- viii. MBC-225

1. Cindy Garner presented all courses
2. These courses are brand new and are part of the proposed Medical Billing and Coding CC.

*Motion to approve all MBC courses, approved*

d. **New Programs**

- i. Medical Billing and Coding CC
  1. Cindy Garner and Jarett Gilbert presented
  2. Advisory committees and other allied health programs have worked together to create the new courses and program.
  3. Input was considered through employer surveys
  4. The department met with Department chairs in Business, Writing, and Math to choose the most appropriate courses.
  5. This follows the other Allied Health programs: 3 terms, a few prerequisite courses. The department strongly considered affordability of the program.
    - a. There was concern about the out-of-pocket cost for the prerequisite courses. The Department has considered this. The students could likely place into the writing and math courses and would only have to take the MA-110 course.
    - b. The Department looked at programs at other schools to help structure the sequence of the courses.
    - c. Special consideration was made to offer these courses in the evenings since students are likely to be working during the day.

*Motion to approve, approved*

*The program cannot be marketed yet because there are still other approvals needed.*

e. **Program Amendments**

- i. Gerontology CC
  1. Megan Feagles presented
  2. Amendment to remove PSY-221 from electives. PSY-221 is scheduled for inactivation on 6/30/19.

*Motion to approve, approved*

- ii. Web Design & Development AAS
  1. Megan Feagles presented
  2. Replacing ART-221 with the identical DMC-221

*Motion to approve, approved*

- iii. Juvenile Corrections CC
  1. Ida Flippo presented
  2. Previously 48-50 credits, proposed 45 credits
  3. This was previously a statewide certificate, but the consortium has disbanded.
  4. This certificate fits well with the Corrections and Criminal Justice programs.

*Motion to approve, approved*

- iv. Digital Media Communications AAS
  1. Nora Brodnicki presented
  2. Replacing ART courses with identical DMC courses
  3. Minor modification to Math Related Instruction after consulting with the Math Department

*Motion to approve, approved*

- v. Video Production Technician CPCC
  1. Nora Brodnicki presented
  2. Replacing ART courses with identical DMC courses

*Motion to approve, approved*

f. **General Education Process**

- i. Lisa Reynolds presented
- ii. Concerns with current process and recommendations
- iii. The Gen Ed Sub-Committee uses a checklist that was compiled by the Curriculum Office, which lists state requirements.
- iv. The Sub-Committee has to communicate extensively with the course submitter in order to conduct the Gen Ed review
- v. There are over 80 courses that need Gen Ed review. The Sub-Committee does not have the capacity to conduct reviews.
- vi. Recommendations:
  1. establish greater faculty engagement
  2. rubric rather than a checklist to support review process
  3. clear review timeline, perhaps a yearly summit, rather than as they come in
  4. greater integration of curriculum work and assessment work
- vii. Bring back at the May 17<sup>th</sup> meeting  
*added to 5/17/19 agenda on 5/3/19 by MCF*

**7. Closing Comments**

- a. Yearly Curriculum Committee update at College Council this afternoon. 12pm in CC127.

*-Meeting Adjourned-*

**Next Meeting: May 17, 2019 CC127 8-9:30am**

## 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

## 1. Course Title Change

Course	Current Title	Proposed Title

## 2. Course Number Change

Course	Title	Proposed Course Number

## 3. Outlines Reviewed for Approval

Course	Title	Implementation
BA-131	Introduction to Business Computing	19/SU
CS-090	Fundamental Computer Skills I	19/SU
CS-091	Fundamental Computer Skills II	19/SU
FYE-101	First Year Experience Level I	19/SU
MFG-100	Adventures in Technology	19/SU
MTH-095	Algebra III	19/SU
MUS-105	Music Appreciation	19/SU
MUS-142	Introduction to Electronic Music I: MIDI	19/SU
MUS-143	Introduction to Electronic Music II:	19/SU
MUS-144	Introduction to Electronic Music III: Digital	19/SU
NRS-110	Foundations of Nursing - Health Promotion	19/SU
NRS-111	Foundations of Nursing in Chronic Illness I	19/SU
NRS-111C	Foundations of Nursing in Chronic Illness I	19/SU
NRS-112	Foundations of Nursing in Acute Care I	19/SU
NRS-230	Clinical Pharmacology I	19/SU
NRS-231	Clinical Pharmacology II	19/SU
NRS-232	Pathophysiological Processes I	19/SU
NRS-233	Pathophysiological Processes II	19/SU
NUR-101C	Certified Nursing Assistant II Acute Care	19/SU
OST-180	Occupational Skills Training/CWE	19/SU
PS-225	Introduction to Political Ideologies	19/SU

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

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**Section #1 General Course Information**

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

**Submitter**

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

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**Course Prefix and Number:** BA - 131

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**# Credits:** 4

**Contact hours**

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

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

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**Course Title:** Introduction to Business Computing

**Course Description:**

Introductory course using Microsoft Word, Excel, Access, and PowerPoint applications to create business documents.

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**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**Yes**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**No**

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

**No**

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

**Yes**

**Name of degree(s) and/or certificate(s):** Accounting, Administrative Office Professional, Corrections, Energy & Resource Management, Human Services Generalist, Marketing & Management, Computer & Network Administration, Public Safety, Retail, Project Management, Water & Environmental Technology

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**Yes**

**Recommendations:** BT-120, and WRD-090 or placement in WRD-098

**Requirements:**

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Summer

✓ Fall

✓ Winter

✓ Spring

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. create, edit, save, and print a variety of word processing documents by adjusting and editing text, formatting, insertion of formulas, inserting of tables, graphics, and columns;
2. create letters, documents, and labels via merging documents and manipulation of fields within the documents;
3. create worksheets within a spreadsheet through input of numerical data, execution of computations using numerical data through the use of formulas and functions, as well as editing of font, borders, and shading within the worksheet;
4. create, design, and enhance a worksheet through insertion of charts and graphs to convey meaning to numerical data;
5. utilize spreadsheet software to organize sets of data;
6. determine the type of Excel graph or chart to best represent varying types of data;
7. design a business slide presentation in order to present information pertinent to a business-related topic;
8. effectively use presentation software through the use of color, graphics, animations, transition, multi-media, and editing of fonts (size, style,type);
9. create and print handouts, notes pages, and slides in order to distribute presentation information on paper to an audience;
- 10.create a data base table by creating fields and entering data into the table by field, including importing of spreadsheet fields and data;
- 11.understand a relational database vs. a database as utilized within popular spreadsheet software;
- 12.design a query through the utilization of the Query Wizard and Query Design;
- 13.create a form through the utilization of the Form Wizard and Form Design;
- 14.create a report through the utilization of the Report Wizard and Form Design;
- 15.utilize database tools such as the compaction and repairing of a data base file;
- 16.apply several methods to integrate documents in multiple office suite programs, such as copying, paste link, exporting, merging, printing, and embedding;
- 17.illustrate the proper organization of a business presentation through creation of the following, in this order: introduction of the topic, presentation of the problem or idea being presented, implementation of the main points being presented and delivery of the information, presentation of the benefits of the information presented and a recap of the information or solution, and final call to action or summary of key points.

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

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Major Topic Outline:

1. Introduction to Word: Organizing a Document;
2. Document Presentation: Editing and Formatting;
3. Document Productivity: Working with Tables and Mail Merge;
4. Collaboration and Research: Communicating and producing Professional Papers;
5. Introduction to Excel: Creating and Formatting a worksheet;
6. Formulas and Functions: Performing Quantitative Analysis through the use of specialized Excel functions such as IF, VLOOKUP, PMT, as well as Absolute, Relative, and Mixed Cell Values;
7. Charts: Depicting Data Visually;
8. Datasets and Tables: Managing & Sorting Large Volumes of Data;
9. Introduction to Access: Finding Your Way Through an Access Database;
- 10.Tables and Queries in Relational Databases: Designing Databases and Extracting Data;

- 11.Using Queries to Make Decisions: Perform Calculations and Summarize Data Using Queries;
- 12.Creating and Using Professional Forms and Reports: Moving Beyond Tables and Queries;
- 13.Introduction to PowerPoint: Creating a Basic Presentation;
- 14.Presentation Development: Planning and Preparing a Presentation;
- 15.Presentation Design: Illustrations and Infographics;
- 16.Enhancing with Multimedia: PowerPoint Rich Media Tools.

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)

- ✓ **required or support for major**
- ✓ **general elective**
- ✓ **other (provide details): ASOT Business**

First term to be offered:

Next available term after approval

:

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

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**Section #1 General Course Information**

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

**Submitter**

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

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**Course Prefix and Number:** CS - 090

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**# Credits:** 2

**Contact hours**

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

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

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**Course Title:** Fundamental Computer Skills I

**Course Description:**

The course covers the basic use of computers running a Microsoft Windows operating system, including: using the mouse and keyboard, creating and editing documents, file management, and basic Internet use.

---

**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?

**Yes**

**Recommendations:** basic typing skills

**Requirements:**

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

**No**

Will this class use library resources?

**Yes**

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

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

GRADING METHOD:

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

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

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

Student Learning Outcomes:

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

1. demonstrate ability to boot up a computer;
2. use a computer keyboard and mouse;
3. use features of a Microsoft Windows operating system;
4. find and run programs;
5. access program functions using menus and/or ribbons;
6. find, copy, move, and delete files;
7. create and print a simple document with a word processor;
8. use a web browser to find information on the internet;
9. send, access, and respond to e-mail messages.

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

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Major Topic Outline:

1. Turning the computer on.
2. Using the mouse.
3. Locating, opening, and using files.
4. Using program menus and ribbons.
5. Finding information on the internet.
6. Sending email.

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:** Business & Computer Science: Computer Science

**Submitter**

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

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**Course Prefix and Number:** CS - 091

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**# Credits:** 2

**Contact hours**

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

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

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**Course Title:** Fundamental Computer Skills II

**Course Description:**

Continued development of skills learned in CS-090. Topics include intermediate features of a Microsoft Windows operating systems, more work with applications (word processing using the latest version of Microsoft Word, spreadsheets using the latest version of Microsoft Excel, and presentations using the latest version of PowerPoint).

---

**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:** CS-090 or placement in CS-091

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

**No**

Are there corequisites to this course?

**No**

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

**No**

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

**No**

Will this class use library resources?

**Yes**

Have you talked with a librarian regarding that impact?

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

GRADING METHOD:

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

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

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

Student Learning Outcomes:

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

1. manage files and folders;
2. find, navigate and save Word, Excel, and PowerPoint documents;
3. create, format, and edit Word content;
4. use a spelling and grammar checker to improve Word content;
5. enter data, formulas, and functions in Excel;
6. copy, move, insert, and delete cells, columns, rows in Excel;
7. format Excel worksheets, including header, footer, and print settings.

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

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Major Topic Outline:

1. Word processing with Microsoft Word.
  - a. Opening, closing, and saving documents.
  - b. Navigating through documents.
  - c. Editing and selecting text.
  - d. Finding and replacing text.
  - e. Moving and copying text.
  - f. Using Spelling and Grammar Checker.
  - g. Formatting text with fonts, bold, italicize, underline.
  - h. Formatting paragraphs with alignment, indenting, spacing.
  - i. Creating bulleted and numbered lists.
  - j. Applying borders and shading.
2. Working with spreadsheets using Microsoft Excel.
  - a. Navigating through worksheets and workbooks.
  - b. Opening, closing, and saving workbooks and worksheets.
  - c. Entering data, formulas, and functions.
  - d. Using AutoCalculate, AutoSum, and AutoFill.
  - e. Inserting and deleting cells, columns, rows.
  - f. Copying and moving data.
  - g. Formatting worksheets with font and numeric formats.
  - h. Setting column width and row heights.
  - i. Simple formulas, AutoSum, Sum function.

j. Setting print options, including headers and footers, page and margin settings.

3. Windows Explorer.

a. Navigating through drives and folders to find files.

b. Creating folders and copying files to the folders.

c. Starting Applications.

d. Copying, moving, renaming, and deleting files.

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:** Counseling

Submitter

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

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**Course Prefix and Number:** FYE - 101

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**# 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.

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**Course Title:** First Year Experience Level I

Course Description:

This is the first course in a 3-course sequence designed to help students adjust to a new campus, connect with other students, understand college expectations and systems, and access services available through the college. The First Year Experience Level I course is designed to help students in developing relationships with students and faculty, and to build student behaviors for successfully completing classes and continuing college through to completion.

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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?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

**Yes**

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

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

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

GRADING METHOD:

A-F or Pass/No Pass

**Audit: No**

When do you plan to offer this course?

✓ **Summer**

✓ **Fall**

✓ **Winter**

✓ **Spring**

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

Student Learning Outcomes:

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

1. complete course assignments using Moodle and MyClackamas;
2. demonstrate elements of comprehensive college planning including developing an academic plan;
3. demonstrate self-reflection in evaluating their academic progress;
4. exhibit effective student behaviors including applying study skills and using the Learning Center;
5. attend college activities or events that lead to increased knowledge of the college and engagement with members of the college community.

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

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Major Topic Outline:

1. Self-Management
2. Goal Setting
3. Personal Responsibility
4. Educational Planning
5. Personal Awareness
6. Stress Management

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

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

Percent of course: 0%

## **Section #2 Course Transferability**

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

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



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

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

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

How does it transfer? (Check all that apply)

**general elective**

:

First term to be offered:

**Next available term after approval**

:

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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: John  
Last Name: Phelps  
Phone: 6378  
Email: johnp

---

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

---

**# 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:** Adventures in Technology

**Course Description:**

This is a survey course designed to give students an introduction to courses and potential job/career opportunities in CTE programs of study, such as electronics, manufacturing, basic welding, renewable energy, and fundamental automotive and auto body repair. Variable Credit: 1-2 credits.

---

**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?

**No**

Is there any other potential 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?

**No**

Will this course appear in the schedule?

**No**

Student Learning Outcomes:

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

1. choose a technical career path based on interest, aptitude, compensation, working conditions and advancement opportunities;
2. identify educational requirements that are necessary to work in a variety of technical fields;
3. discuss various manufacturing industries and job availabilities in those industries.

---

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

---

Major Topic Outline:

1. Safety in industrial settings
2. Manufacturing
2. Electronics
3. Renewable energy
4. Welding
5. Automotive
6. Industry tours

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

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

Percent of course: 0%

First term to be offered:

**Next available term after approval**

:

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

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**Section #1 General Course Information**

**Department:** Mathematics

Submitter

First Name: Rhonda  
Last Name: Hull  
Phone: 3331  
Email: rhondah

---

**Course Prefix and Number:** MTH - 095

---

**# 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:** Algebra III

Course Description:

The third term of topics in algebra using the rule-of-four approach is designed to prepare students for transfer-level math courses. This course emphasizes problem-solving and graphical techniques with the use of a graphing utility.

---

**Type of Course:** Developmental Education

Can this course be repeated for credit in a degree?

No

Are there prerequisites to this course?

Yes

**Pre-reqs:** MTH-065 with a C or better, or placement in MTH-095

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

No

Are there corequisites to this course?

No

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

No

Will this class use library resources?

Yes

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

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

Yes

**Area:** Computation

**GRADING METHOD:**

A-F or Pass/No Pass

**Audit:** Yes

When do you plan to offer this course?

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

Will this course appear in the college catalog?

**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 the language and notation of functions;
2. simplify quadratic, rational, exponential, and logarithmic expressions using appropriate algebraic techniques;
3. solve quadratic, rational, exponential, and logarithmic equations using a variety of methods;
4. model and solve applications involving quadratic, rational, exponential, and logarithmic functions and their graphs.

---

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

---

**Major Topic Outline:**

1. Radicals and exponents
2. Quadratic functions
3. Rational functions
4. Exponential functions
5. Logarithmic functions

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

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

Percent of course: 0%

**First term to be offered:**

**Next available term after approval**

:

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

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Music

**Submitter**

First Name: **Lars**

Last Name: **Campbell**

Phone: **3384**

Email: **lars.campbell**

---

**Course Prefix and Number:** MUS - 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:** Music Appreciation

**Course Description:**

For non-majors and music majors. Emphasis on engaging in the study of instrumental and vocal musical genres from the ancient period through the contemporary music of our time. Includes critical analysis, study of elements, forms, styles, composers, performers, cultural, and historical issues and events.

---

**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**Yes**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**Yes**

**Check which General Education requirement:**

**Arts and Letters**

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

**No**

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**Yes**

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

**Requirements:**

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

**No**

Will this class use library resources?

**Yes**

Have you talked with a librarian regarding that impact?

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

**GRADING METHOD:**

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

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

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

**Student Learning Outcomes:**

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

1. engage in focused, active listening, critical analysis, and thoughtful interpretation of music; (AL 1)
  2. produce music-related performance critiques, programs of recorded or live music, research papers, and/or musical compositions and/or lyrics; (AL1)
  3. analyze values, ethics and surrounding issues related to the conventionally accepted style periods of music's development in order to better understand and more fully engage in issues relevant to the enjoyment of music anywhere in the world, aided by an understanding of relevant instrumental and vocal musical genres from the ancient period through the contemporary music of our time; (AL 2)
  4. identify and analyze the ways and extent to which music has served to challenge commonly held practices, values, beliefs, and cultural norms. (CL1)
-

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

**Mark outcomes addressed by the course:**

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

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

**WR: Writing Outcomes**

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

**SP: Speech/Oral Communication Outcomes**

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

**MA: Mathematics Outcomes:**

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

**AL: Arts and Letters Outcomes**

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

**SS: Social Science Outcomes**

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

**SC: Science or Computer Science Outcomes**

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

**CL: Cultural Literacy Outcome**

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

---

**Outcomes Assessment Strategies:**

- ✓ **General Examination**
- ✓ **Projects**
- ✓ **Writing Assignments**
- ✓ **Thesis/Research Project**
- ✓ **Rubrics**

:

**Major Topic Outline:**

1. What is Music?
2. The Elements of Music.
  - a. Form.
  - b. Rhythm.
  - c. Melody.
  - d. Harmony.
  - e. Texture.
  - f. Dynamics.
3. How to listen to Music analytically.
  - a. Blend.
  - b. Balance.
  - c. Intonation.
  - d. Style.



- e. Transparency.
- f. Tension and release.
- g. Intangibles.
- 4. Attending Performances.
  - a. Critical Analysis.
  - b. Written Critiques.
- 5. The creative process.
  - a. Music.
  - b. Lyrics.
  - c. Presentation.
    - c1. Sacred Music.
    - c2. Secular Music.
    - c3. Chamber Music.
    - c4. Symphonic Music.
    - c5. Opera.
    - c6. Ballet.
    - c7. World Music.
    - c8. Instruments of the Orchestra.
    - c9. Voice Types.
    - c10. Ensembles.
  - d. Message.
- 6. Music and culture.
  - A. Middle Ages.
  - B. Renaissance.
  - C. Baroque.
  - D. Enlightenment.
  - E. Eighteenth Century Classicism.
  - F. Nineteenth Century Romanticism.
  - G. Twentieth Century.
  - H. Religion.
  - I. Patronage.
  - J. Nationalism.
- 7. Methods of presentation: reading assignments; lectures; guest performers; guest speakers; attendance at college or professional level live performances; viewing/listening to video examples and sound recordings.
- 8. Student activities: web-based and library research; live interviews; focused discussion; research papers; performance critiques; music and/or lyric creation and/or analysis; creation of a program of live or recorded music.

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

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

Percent of course: 0%

## Section #2 Course Transferability

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

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

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

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

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

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

### Music Appreciation

How does it transfer? (Check all that apply)

- general education or distribution requirement
- general elective
- :

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

Other. Please explain.

Web Transfer sites

First term to be offered:

Next available term after approval

:

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

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**Section #1 General Course Information**

**Department:** Music

**Submitter**

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

---

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

---

**# 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 Electronic Music I: MIDI

**Course Description:**

Introduction to synthesis, MIDI sequencing, basic musical elements, and the basics of production. Learn how to make beats, songs, etc. Uses common production software/hardware.

---

**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**Yes**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**No**

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

**No**

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

**No**

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**No**

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

**No**

Will this class use library resources?

**Yes**

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

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

GRADING METHOD:

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

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

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

Student Learning Outcomes:

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

1. exhibit command of the basics of MIDI Sequencing;
2. exhibit command of rhythm/song production in a DAW environment;
3. use basic sound design techniques;
4. utilize basic musical elements.

---

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

---

Major Topic Outline:

1. Digital media work techniques and procedures.
2. Basic MIDI functions.
3. MIDI recording.
4. Arrangements.
5. Markers and playback parameters.
6. EQ/FX.
7. Mixing.

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**  
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**Section #1 General Course Information**

**Department:** Music

**Submitter**

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

---

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

---

**# 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 Electronic Music II: Sequencing, Audio Looping, Sound EFX

**Course Description:**

An introduction to digital audio in the MIDI environment. This course continues MIDI sequencing, and integrates audio into the MIDI environment with audio looping, and spotting sound effects. Uses common production software/hardware.

---

**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**Yes**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**No**

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

**No**

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

**No**

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** MUS-142

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

**No**

Are there corequisites to this course?

**No**

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

**No**

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

- ✓ Fall
- ✓ Winter
- ✓ Spring

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. display basic knowledge of audio sequencing techniques;
2. use MIDI Sequencing in Pro Tools and REASON;
3. exhibit command of basic mixing, looping, and sound effects placement techniques.

---

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

---

Major Topic Outline:

1. Intermediate digital media work techniques and procedures.
2. Intermediate MIDI functions.
3. MIDI recording.
4. Looping audio.
5. Audio effects.
6. Mixing.
7. Editing.

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

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

Percent of course: 0%

## Section #2 Course Transferability

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

ascertain how the course will transfer by answering these questions.

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

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

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

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

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

Electronic Music

How does it transfer? (Check all that apply)

general elective

:

First term to be offered:

Next available term after approval

:

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

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**Section #1 General Course Information**

**Department:** Music

**Submitter**

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

---

**Course Prefix and Number:** MUS - 144

---

**# 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 Electronic Music III: Digital Audio

**Course Description:**

Exploration of digital music recording and editing, synthesis, sampling, and sequencing. Presents CD/audio file production techniques integrating digital audio with the MIDI sequence. Uses Pro Tools, and other common production software/hardware.

---

**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**Yes**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**No**

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

**No**

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

**No**

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** MUS-143

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

**No**

Are there corequisites to this course?

**No**

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

**No**

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

- ✓ Fall
- ✓ Winter
- ✓ Spring

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate basic CD/sound file production techniques;
2. demonstrate digital audio/MIDI sequence integration;
3. exhibit command of basic editing techniques.

---

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

---

Major Topic Outline:

1. Digital music production.
2. Digital sound editing.
3. MIDI generated sound/digital audio mixing.
4. 2-track MIDI/digital audio editing.
5. CD/sound file authoring/production.

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

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

Percent of course: 0%

## Section #2 Course Transferability

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

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

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

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

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

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

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

Electronic Music

How does it transfer? (Check all that apply)

- general elective
- :

First term to be offered:

Next available term after approval

:

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

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**Section #1 General Course Information**

**Department:** Nursing

**Submitter**

First Name: Sue  
Last Name: Bradbury  
Phone: 0657  
Email: sueb

---

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

---

**# Credits:** 5

**Contact hours**

Lecture (# of hours): 55  
Lec/lab (# of hours):  
Lab (# of hours):  
Total course hours: 55

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

---

**Course Title:** Foundations of Nursing - Health Promotion

**Course Description:**

This course introduces the learner to framework of the OCNE curriculum. The emphasis on health promotion across the life span includes learning about self-health as well as patient health practices. To support self and patient health practices, students learn to access research evidence about healthy lifestyle patterns and risk factors for disease/illness, apply growth and development theory, interview patients in a culturally sensitive manner, work as members of a multidisciplinary team giving and receiving feedback about performance, and use reflective thinking about their practice as nursing students. Populations studied in the course include children, adults, older adults and the family experiencing a normal pregnancy. Includes classroom and clinical learning experiences. The clinical portion of the course includes practice with therapeutic communication skills and selected core nursing skills identified in the OCNE Core Nursing Skills document.

---

**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):** Nursing AAS

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**Yes**

**Co-reqs:** NRS-110C

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

**Yes**

**Recommendations:**

**Requirements:** Admission into the CCC nursing program

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

**No**

Will this class use library resources?

**Yes**

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

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

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

**GRADING METHOD:**

A-F Only

**Audit: 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. conduct a culturally and age appropriate health assessment, and interpret health data, such as screening for biological and psychosocial health risks, evidence of safe and healthy habits, developmental tasks and vulnerabilities, and patterns of family functioning;
2. develop a plan of care that is family-centered, and developmentally and culturally appropriate using evidence such as clinical practice guidelines and integrative literature reviews, to help facilitate a patient's health behavior change;
3. use effective communication to establish a therapeutic patient-centered relationship and advocate for a health behavior change based on assessment of health risks,
4. design and evaluate a health behavior change for self and for a selected patient using relevant evidence and family/cultural data,
5. demonstrate beginning use of selected nursing frameworks, including the legal ethical base for practice, and their application to the practice of nursing;
6. recognize the importance and relevance of reflection on clinical experiences and on competencies and its influence on personal and professional behavior,
7. demonstrate use of effective learning strategies in a performance-based curriculum,
8. demonstrate use of the importance of fulfilling commitments to the team in timely completion of assignments.

---

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

---

**Major Topic Outline:**

1. Introduction to OCNE Curriculum.
2. Health promotion across the life span.
3. Self-care.
4. Cultural considerations in client care.
5. Student's values as related to nursing practice.
6. Evidence-based practice.
7. Risk factors for disease/illness.
8. Roles of multi-disciplinary team members.
9. Teaching/learning styles.
10. Historical and current perspectives in nursing.
11. Health Policy.
12. Communication.
13. Legal issues related to nursing practice.

14. Ethical issues related to nursing practice.
15. Problem solving techniques.
16. Noticing and assessing in the context of health promotion.

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 2015

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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:** Nursing

**Submitter**

First Name: Carol  
Last Name: Dodson  
Phone: 0654  
Email: carold@clackamas.edu

---

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

---

**# Credits:** 3

**Contact hours**

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

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

---

**Course Title:** Foundations of Nursing in Chronic Illness I

**Course Description:**

This course introduces assessment and common interventions (including technical procedures) for patients with chronic illnesses common across the life span in multiple ethnic groups. The patient's and family's lived experience of the condition is explored. Clinical practice guidelines and research evidence are used to guide clinical judgments in care of individuals with chronic conditions. Multidisciplinary team roles and responsibilities are explored in the context of delivering safe, high quality health care to individuals with chronic conditions (includes practical and legal aspects of delegation). Cultural, ethical, legal and health care delivery issues are explored through case scenarios and clinical practice. Case exemplars include children with asthma, adolescents with a mood disorder, adults with type 2 diabetes, and older adults with dementia. The course includes classroom and clinical learning experiences.

---

**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):** Nursing AAS

Are there prerequisites to this course?

Yes

**Pre-reqs:** NRS-110 and NRS-110C

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:** NRS-111C, NRS-230, and NRS-232

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 Only

**Audit: Yes**

When do you plan to offer this course?

✓ **Winter**

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

Student Learning Outcomes:

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

1. conduct a health assessment that is family-centered and both developmentally and culturally appropriate and interpret, and use the resulting health data, focusing on:
  - a. mental and functional status, ADLs and IADLs,
  - b. coping/adaptive strategies used by patient/family,
  - c. lived experience of chronic illness, including recognition of stigma and its impact on vulnerability and maintaining health,
  - d. impact of condition on family functioning, and
  - e. specific lab value interpretation and medication concerns such as polypharmacy;
2. provide safe and effective, developmentally and culturally appropriate care to patients with chronic illness including:
  - a. safely and effectively assisting patients with ADLs and IADLs,
  - b. identifying and providing for comfort needs (physical and emotional),
  - c. teaching patients/families about interventions for managing symptoms such as chronic pain, fatigue,
  - d. teaching patients about self-assessment and self-management in highly prevalent chronic conditions, such as (but not limited to) congestive heart failure, dementia, type 2 diabetes, and depression, and
  - e. addressing basic questions about prognosis of illness;
3. develop and implement a family-centered plan of care for a patient with a chronic illness that incorporates evidence-based intervention strategies, assessment data, child and family developmental considerations, and demonstrates a deep understanding of the patient's perspective and illness experience within the framework of exacerbation, trajectory, and plateau;
4. apply ANA Code of Ethics in the care of persons with a chronic illness or disability,
5. identify roles and functions of members of the health care team in order to provide care for the chronically ill,
6. use therapeutic communication skills in the development of therapeutic relationships with patients and families,
7. recognize potential legal and ethical issues related to patient autonomy across the lifespan in at risk populations.

---

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

---

Major Topic Outline:



1. Characteristics of Chronic Illness.
2. Common interventions in dealing with chronic illness.
3. Chronic illnesses that are common across the life span.
4. Chronic illnesses that are common in Oregon.
5. Influence of ethnicity/culture on chronic illness.
6. Research guided clinical judgment.
7. Legal aspects of delegation.
8. Role of multi-disciplinary team members.
9. Ethical issues related to chronic illness.
10. Health policy for clients suffering with chronic illness.
11. Substance abuse.
12. Children suffering with asthma.
13. Adults with diabetes.
14. Dementia in older adults.

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 2016

---

**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:** Nursing

**Submitter**

First Name: Sarah  
Last Name: Morris  
Phone: 0658  
Email: sarahm

---

**Course Prefix and Number:** NRS - 111C

---

**# Credits:** 3

**Contact hours**

Lecture (# of hours):  
Lec/lab (# of hours):  
Lab (# of hours): 90  
Total course hours: 90

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

---

**Course Title:** Foundations of Nursing in Chronic Illness I Clinical

**Course Description:**

This course introduces assessment and common interventions (including technical procedures) for clients with chronic illnesses common across the life span in major ethnic groups within Oregon. The client's and family's lived experience of the condition is explored. Clinical practice guidelines and research evidence are used to guide clinical judgments in care of individuals with chronic conditions. Multidisciplinary team roles and responsibilities are considered in the context of delivering safe, high quality health care to individuals with chronic conditions (includes practical and legal aspects of delegation). Cultural, ethical, legal and health care delivery issues are explored through case scenarios and clinical practice. Case exemplars include children with asthma, adolescents with a mood disorder, adults with type 2 diabetes, and older adults with dementia. The course includes classroom and clinical learning experiences with simulation experience as part of total clinical hours.

---

**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):** Nursing AAS

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** NRS-110 and NRS-110C

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:** NRS-111, NRS-230, and NRS-232

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 Only

**Audit: Yes**

When do you plan to offer this course?

✓ **Winter**

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

**Student Learning Outcomes:**

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

1. demonstrate age appropriate, culturally sensitive assessments on clients of all ages;
2. recognize and describe the characteristics of chronicity in relation to illness,
3. develop a teaching plan for the family experiencing a normal pregnancy,
4. identify and demonstrate interventions relating to the care of clients with chronic illness,
5. identify and apply research evidence in guiding clinical judgments in the care of the chronically ill,
6. demonstrate reflective thinking about their practice as a nursing student,
7. recognize the legal aspects of delegation,
8. identify cultural, ethical, health policy and healthcare delivery system issues.

---

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

---

**Major Topic Outline:**

1. Characteristics of Chronic Illness.
2. Common interventions in dealing with chronic illness.
3. Chronic illnesses that are common across the life span.
4. Chronic illnesses that are common in Oregon.
5. Influence of ethnicity/culture on chronic illness.
6. Research guided clinical judgment.
7. Legal aspects of delegation.
8. Role of multi-disciplinary team members.
9. Ethical issues related to chronic illness.
10. Health policy for clients suffering with chronic illness.
11. Substance abuse.
12. Children suffering with asthma.

- 13. Adults with diabetes.
- 14. Dementia in older adults.

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 2014

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

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**Section #1 General Course Information**

**Department:** Nursing

Submitter

First Name: Carol  
Last Name: Dodson  
Phone: 0654  
Email: carold@clackamas.edu

---

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

---

**# 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:** Foundations of Nursing in Acute Care I

Course Description:

This course introduces the learner to assessment and common interventions (including relevant technical procedures) for care of patients across the lifespan who require acute care, including normal childbirth. Disease/illness trajectories and their translation into clinical practice guidelines and/or standard procedures are considered in relation to their impact on providing culturally sensitive, patient-centered care. Includes classroom and clinical learning experiences.

---

**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):** Nursing AAS

Are there prerequisites to this course?

Yes

**Pre-reqs:** NRS-111 and NRS-111C

**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:** NRS-112C, NRS-231, and NRS-233

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 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. conduct a culturally and age appropriate health assessment and interpret health data focusing on physiologic, developmental, and behavioral parameters of the disease trajectory, normal childbirth, and acute exacerbations of chronic conditions and their resolution, and the patient response to acute conditions/processes;
2. develop plans of care that are family/patient-centered, developmentally and culturally appropriate, using evidence including clinical practice guidelines and integrative literature reviews to implement care plans safely for patients with common acute conditions/processes:
  - a. manage common symptoms such as acute pain and acute anxiety,
  - b. follow evidence based procedures for performing skills safely,
  - c. use expected illness trajectory,
  - d. monitor progress toward recovery, occurrence of complications and patient's response to interventions;
3. identify potential legal and ethical issues related to patient decision-making and informed consent in acute care settings,
4. apply ANA Code of Ethics to care of patients with acute conditions/processes,
5. use therapeutic communication skills in the development of therapeutic relationships with patients and families,
6. identify roles and interact appropriately with members of the health care team involved in providing care to patients and families with acute conditions/processes,
7. discuss need for delegation of patient care with experienced nurses.

---

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

---

**Major Topic Outline:**

1. Characteristics of acute disease/illness.
2. Common interventions in responding to acute disease/illness.
3. Acute illnesses that are common across the life span.
4. Influence of ethnicity/culture on acute disease/illness.
5. Research-guided clinical judgment.
6. Role of multi-disciplinary team members in relation to the acutely ill client.
7. Ethical issues related to acute illness.
8. Perioperative Nursing.
9. Maternal-Child Nursing.
10. Cardiovascular, Respiratory, Endocrine, Renal/GU, Neurological, and GI Alterations.

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

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

Percent of course: 0%

First term to be offered:

**Specify term:** Spring 2016

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

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**Section #1 General Course Information**

**Department:** Nursing

**Submitter**

First Name: Carol  
Last Name: Dodson  
Phone: 0654  
Email: carold@clackamas.edu

---

**Course Prefix and Number:** NRS - 230

---

**# 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:** Clinical Pharmacology I

**Course Description:**

This course introduces the theoretical background that enables students to provide safe and effective care related to drugs and natural products to persons throughout the lifespan. It includes the foundational concepts of principles of pharmacology, nonopioid analgesics, and antibiotics, as well as additional classes of drugs. Students will learn to make selected clinical decisions in the context of nursing regarding using current, reliable sources of information, understanding of pharmacokinetics and pharmacodynamics, developmental physiologic considerations, monitoring and evaluating the effectiveness of drug therapy, teaching persons from diverse populations regarding safe and effective use of drugs and natural products, intervening to increase therapeutic benefits and reduce potential negative effects, and communicating appropriately with other health professionals regarding drug therapy. Drugs are studied by therapeutic or pharmacological class using an organized framework.

---

**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):** Nursing AAS

Are there prerequisites to this course?

Yes

**Pre-reqs:** BI-231, BI-232, BI-233, BI-234, NRS-110, and NRS-110C

**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:** NRS-111, NRS-111C, and NRS-232

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 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. use current, reliable sources of information to access pertinent information about drugs and natural products, focusing on:
  - a. identify appropriate reliable sources of information in specific nursing situations,
  - b. use a current comprehensive drug information source to demonstrate accurate rapid retrieval of pertinent information;
2. evaluate the effectiveness of drug therapy, focusing on:
  - a. selection and interpretation of basic focused nursing assessments to detect therapeutic effects, side effects and adverse reactions, and drug-drug, drug-food, and drug-natural product interactions for specific classes of drugs;
  - b. surveillance for vulnerability to negative effects of specific classes of drugs based on age, developmental physiology, and concurrent pathophysiology, psychopathology or other factors;
3. teach patients, family members, and others from diverse populations regarding safe and effective use of drugs and natural products, focusing on:
  - a. self-management of specific classes of over-the-counter and prescription drugs that are used episodically,
  - b. self-management of specific classes of drugs that are taken for chronic conditions,
  - c. how the action of specific classes of drugs relates to developmental, maturational, aging, neurochemical, and pathophysiological processes, or normal physiology;
  - d. which side/adverse effects of specific classes of drugs and natural products to self-manage and which ones to report to health professionals, and how to avoid or recognize drug-drug, drug-food, and drug-natural product interactions with specific classes of drugs;
4. identify appropriate nursing interventions to increase therapeutic benefits and reduce potential negative effects of drug therapy, focusing on:
  - a. identification of basic non-pharmacological nursing interventions that potentially enhance the effectiveness of specific classes of drugs and assessment of barriers to adherence to drug therapy with specific classes of drugs,
5. communicate appropriately with other health professionals regarding drug therapy, focusing on:
  - a. using appropriate technical language related to pharmacology,
  - b. explaining drug mechanisms of action and their relationship to normal physiology, and reporting pertinent information about an individual's response to specific classes of drugs or natural products.

---

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

---

**Major Topic Outline:**

1. Safe, effective care related to drugs and natural products.
2. Reliable resources for information regarding medication administration.
3. Pharmacokinetics and pharmacodynamics.
4. Physiological considerations of medication administration.
5. Pharmacological classifications of medications.
6. Mathematics surrounding medication administration.
7. Polypharmacy, lifespan considerations, over the counter medications, immunomodulated medications, analgesics (non-opioids/opioids), antimicrobials, cardiovascular, endocrine medications.

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 2015

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

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**Section #1 General Course Information**

**Department:** Nursing

**Submitter**

First Name: Carol  
Last Name: Dodson  
Phone: 0654  
Email: carold@clackamas.edu

---

**Course Prefix and Number:** NRS - 231

---

**# 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:** Clinical Pharmacology II

**Course Description:**

This sequel to Clinical Pharmacology I continues to provide the theoretical background that enables students to provide safe and effective nursing care related to drugs and natural products to persons throughout the lifespan. Students will learn to make selected clinical decisions in the context of nursing regarding using current, reliable sources of information, monitoring and evaluating the effectiveness of drug therapy, teaching persons from diverse populations regarding safe and effective use of drugs and natural products, intervening to increase therapeutic benefits and reduce potential negative effects, and communicating appropriately with other health professionals regarding drug therapy. The course addresses additional classes of drugs and related natural products not contained in NRS-230, Clinical Pharmacology I.

---

**Type of Course:** Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

Are there prerequisites to this course?

Yes

**Pre-reqs:** NRS-111, NRS-111C, NRS-230, BI-231, BI-232, BI-233, and BI-234

**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:** NRS-112, NRS-112C, and NRS-233

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 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 safe practices/principles in relation to medication administration to patients across the lifespan,
2. understand pharmacokinetics and pharmacodynamics,
3. use current, reliable sources of information when making decisions regarding medication administration;
4. compute mathematical calculations related to the safe delivery of medications,
5. demonstrate understanding of physiological conditions that affect medication administration, absorption and effect.

---

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

---

Major Topic Outline:

1. Safe, effective care related to drugs and natural products.
2. Reliable resources for information regarding medication administration.
3. Pharmacokinetics and pharmacodynamics.
4. Physiological considerations of medication administration.
5. Pharmacological classifications of medications.

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:** Spring 2015

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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:** Nursing

**Submitter**

First Name: Carol

Last Name: Dodson

Phone: 0654

Email: carold@clackamas.edu

---

**Course Prefix and Number:** NRS - 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:** Pathophysiological Processes I

**Course Description:**

This course introduces pathophysiological processes that contribute to many different disease states across the lifespan and human responses to those processes. It includes the foundational concepts of cellular adaptation, injury, and death; inflammation and tissue healing; fluid and electrolyte imbalances; and physiologic response to stressors, as well as additional pathophysiological processes. Students will learn to make selective clinical decisions in the context of nursing regarding using current, reliable sources of pathophysiology information, selecting and interpreting focused nursing assessments based on knowledge of pathophysiological processes, teaching persons from diverse populations regarding pathophysiological processes, and communicating with other health professionals regarding pathophysiological processes.

---

**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):** Nursing AAS

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** NRS-110, NRS-110C, BI-231, BI-232, BI-233, and BI-234

**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:** NRS-111, NRS-111C, and NRS 230

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

**No**

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

**No**

Will this class use library resources?

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

GRADING METHOD:

A-F Only

**Audit: Yes**

When do you plan to offer this course?

✓ **Winter**

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

Student Learning Outcomes:

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

1. identify the pathophysiological processes that contribute to many different disease states across the lifespan and human responses to those processes;
2. utilize current, reliable sources of pathophysiology information which will be the foundation for assessments and client education;
3. demonstrate a focused assessment based on the knowledge of pathophysiological processes;
4. teach persons from diverse populations regarding selected pathophysiological processes;
5. demonstrate communication skills with other health care professionals regarding pathophysiological processes of clients.

---

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

---

Major Topic Outline:

1. Pathophysiological processes that contribute to many different disease states across the lifespan and human responses to those processes.
2. Reliable sources of pathophysiology information.
3. Focused assessments.
4. Teaching plans for diverse populations.
5. Communication with other health care professionals regarding pathophysiological processes.

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 2015

---



**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:** Nursing

**Submitter**

First Name: Carol  
Last Name: Dodson  
Phone: 0654  
Email: carold@clackamas.edu

---

**Course Prefix and Number:** NRS - 233

---

**# 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:** Pathophysiological Processes II

**Course Description:**

This sequel to NRS-232, Pathophysiological Processes I continues to explore pathophysiological processes that contribute to disease states across the lifespan and human responses to those processes. Students will learn to make selected clinical decisions in the context of nursing regarding using current, reliable sources of pathophysiology information, selecting and interpreting focused nursing assessments based on knowledge of pathophysiological processes, teaching persons from diverse populations regarding pathophysiological processes, and communicating with other health professionals regarding pathophysiological processes. The course addresses additional pathophysiological processes not contained in Pathophysiological Processes I.

---

**Type of Course:** Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

Are there prerequisites to this course?

Yes

**Pre-reqs:** NRS-111, NRS-111C, and NRS-232

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:** NRS-112, NRS-112C, and NRS-231

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 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 pathophysiological processes that contribute to many different disease states across the lifespan and human responses to those processes,
2. use current, reliable sources of pathophysiology information which will be the foundation for assessments and patient education;
3. demonstrate a focused assessment based on the knowledge of pathophysiological processes,
4. develop a teaching plan for diverse populations regarding pathophysiological processes,
5. demonstrate communication skills with other health care professionals regarding pathophysiological processes of patients.

---

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

---

**Major Topic Outline:**

1. Pathophysiological processes that contribute to many different disease states across the lifespan and human responses to those processes.
2. Reliable sources of pathophysiology information.
3. Focused assessments.
4. Teaching plans for diverse populations.
5. Communication with other health care professionals regarding pathophysiological processes.

**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:** Spring 2015

---

**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:** Nursing

**Submitter**

First Name: Debra  
Last Name: Anderson  
Phone: 0663  
Email: debraa

---

**Course Prefix and Number:** NUR - 101C

---

**# Credits:** 0

**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:** Certified Nursing Assistant II Acute Care Clinical

**Course Description:**

This course prepares the student to perform routine nursing assistant 2 acute care tasks that are needed in the acute care setting. This course requires a minimum of 30 hours of clinical instruction. Required: Student Petition.

---

**Type of Course:** Career Technical Preparatory

Is this class challengeable?

**No**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**No**

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

**No**

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

**Yes**

**Name of degree(s) and/or certificate(s):** Nursing Assistant-Gerontology Specialist certificate

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**Yes**

**Co-reqs:** NUR-101

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

**Yes**

**Recommendations:**

**Requirements:** Student Petition.

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

**No**

Will this class use library resources?

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

GRADING METHOD:

Pass/No Pass Only

**Audit: Yes**

When do you plan to offer this course?

✓ **Not every term**

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**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 competency in tasks associated with responsive observations such as vital signs,
2. demonstrate competency in tasks associated with technical skills,
3. demonstrate competency in tasks associated with interpersonal skills and communication,
4. demonstrate competency in tasks associated with safety,
5. demonstrate competency in tasks associated with infection control,
6. demonstrate competency in tasks associated with documentation.

---

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

---

Major Topic Outline:

1. Body systems: Cardiac, Digestive, Endocrine, Integumentary, Musculoskeletal, Nervous, Reproductive, Respiratory, Urinary
2. Immune system.
3. Mental health.
4. Documentation.
5. Infection control.
6. Pain.
7. Safety.
8. Surgical patient.
9. Advanced technical skills for CNA2: Acute Care (per OSBN guidelines).
10. Interpersonal skills/communication.

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

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

Percent of course: 0%

First term to be offered:

Specify term: Summer

---

**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:** Counseling

Submitter

First Name: **Guadalupe**

Last Name: **Martinez**

Phone: **3185**

Email: **lupem**

---

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

---

**# Credits:** 12

Contact hours

Lecture (# of hours):

Lec/lab (# of hours):

Lab (# of hours): 432

Total course hours: 432

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

---

**Course Title:** Occupational Skills Training/CWE

Course Description:

**Cooperative work experience. Provides students hands-on training in a specific occupational area. The class and program are designed for students who need work-based training and classroom instruction to be competitively employable. Variable Credit: 1-12 credits. May be repeated for up to 24 credits. Required: Student Petition.**

---

**Type of Course:** Career Technical Preparatory

Is this class challengeable?

**No**

Can this course be repeated for credit in a degree?

**Yes**

**Up to how many credits can this course be repeated to satisfy a degree requirement?** 24

Is general education certification being sought at this time?

**No**

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

**No**

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

**No**

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**Yes**

**Recommendations:**

**Requirements:** Student Petition.

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

**No**

Will this class use library resources?

**Yes**

Have you talked with a librarian regarding that impact?

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

GRADING METHOD:

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

✓ **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 occupation specific entry level skills described in the Training and Evaluation Plan;
2. demonstrate or describe career management strategies and skills.

---

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

---

Major Topic Outline:

1. Training and evaluation plans.
2. Career management skills.

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:** Social Sciences

**Submitter**

First Name: James  
Last Name: Hite  
Phone: 6121  
Email: [jhite@clackamas.edu](mailto:jhite@clackamas.edu)

---

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

---

**# Credits:** 4

**Contact hours**

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

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

---

**Course Title:** Introduction to Political Ideologies

**Course Description:**

Introduces students to various ideological constructs; the origins and development of various political ideologies; the political theorists identified with specific ideologies; and examines the role of ideology in modern politics and governance.

---

**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**Yes**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**Yes**

**Check which General Education requirement:**

**Social Science**

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

**No**

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**Yes**

**Recommendations:** WRD-090 or placement in WRD-098

**Requirements:**

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

**No**

Will this class use library resources?

**Yes**

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

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

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

**GRADING METHOD:**

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

✓ **Not every term**

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

**Student Learning Outcomes:**

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

1. discuss the history of the concepts 'ideology' and 'democracy;' (CL1) (SS1) (SS2)
  2. evaluate the principal tenets of various ideologies; (CL1) (SS1) (SS2)
  3. compare and contrast between various ideological perspectives; (CL1) (SS1) (SS2)
  4. apply ideological perspectives to contemporary politics. (SS1) (SS2)
-

## COURSE OUTLINE MAPPING CHART

**Mark outcomes addressed by the course:**

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

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

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

**SP: Speech/Oral Communication Outcomes**

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

**MA: Mathematics Outcomes:**

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

**AL: Arts and Letters Outcomes**

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

**SS: Social Science Outcomes**

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

**SC: Science or Computer Science Outcomes**

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

**CL: Cultural Literacy Outcome**

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

**Outcomes Assessment Strategies:**

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

:

**Major Topic Outline:**

1. Introduction to Political Ideology.
2. Origins of, and Various Theorists Linked to, a Variety of Ideologies.
3. Tenets of Liberalism.
4. Tenets of Conservatism.
5. Tenets of Socialism.
6. Tenets of Fascism.
7. Tenets of Environmentalism.
8. Tenets of Feminism.

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

1. Increased energy efficiency      **No**

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

Percent of course: 0%

## Section #2 Course Transferability

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

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

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

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

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

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

How does it transfer? (Check all that apply)

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

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

Other. Please explain.

Course catalog comparison.

First term to be offered:

Next available term after approval

:

---

## Curriculum Committee Membership 19-20

### 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	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	2020/SP	3-year
Esther Sexton	Faculty-At-Large	2022/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; Review Team Lead	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; Review Team Lead	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; Review Team Lead	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

\*sabbatical 19/FA; Andrea Vergun filling in

## Sub-Committees

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### 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
Esther Sexton	2022/SP

Program
Accounting Clerk CC
AS Engineering - OSU Energy Systems
AS Engineering - OSU Mechanical
AS Engineering - OSU Industrial/Manufacturing



## 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>	
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### 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> Program Title  <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> CIP Code			<u>APPROVED</u> Recognition Award	Current Credits
	<u>6-digit CIP</u>	<u>7<sup>th</sup> digit</u>	<u>8<sup>th</sup> digit</u>		
<b>Parent AAS Title:</b> Accounting Assistant 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> <u>Within</u> AAS Degree? <input checked="" type="checkbox"/> Yes** <input type="checkbox"/> No Accounting Clerk	52.0302	J	*	<input type="checkbox"/> CC1R Related Certificate (45-60 credits)	47

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

LAST AMENDMENT APPROVED ON 12/1/17

### TYPE OF PROGRAM AMENDMENT

(Check ALL That Apply)


<input type="checkbox"/> New Program++	<input type="checkbox"/> Curriculum Revision	<input type="checkbox"/> Revision in Program Credits
<input type="checkbox"/> Title Change for Program		<b>Proposed Total Credits: 47-48</b>
<b>Proposed AAS Title:</b>		
<b>Proposed OPTION Title:</b>		
<b>Proposed Certificate Title:</b>		
<input type="checkbox"/> <b>SUSPENSION</b> of Program	Reason for Suspension:	
<b>Suspension Effective Date:</b>		



## 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> <small>[List entire curriculum as last approved]</small>				<b>PROPOSED CURRICULUM 2019-20</b> <small>[List only course(s) to be amended]</small>			
Course	Title	Hours	Credits	Course	Title	Hours	Credits
<b>First Term</b>							
BA-101	Introduction to Business	44	4				
<b>BA-104</b>	<b>Business Math</b>	<b>33</b>	<b>3</b>				
BA-111	General Accounting I	44	4				
<b>WR-121</b>	<b>English Composition</b>	<b>44</b>	<b>4</b>				
<b>Second Term</b>							
BA-131	Introduction to Business Computing	44	4				
BA-156	Business Forecasting	33	3	BA-156 Or EC-201	Business Forecasting Or Principles of Economics: MICRO	33-44	3-4
BA-177	Payroll Accounting	33	3				
BA-211	Financial Accounting I	44	4				
<b>Third Term</b>							
BA-205	Business Communications with Technology	44	4				
BA-212	Financial Accounting II	44	4				
BA-228	Computerized Accounting	33	3				
<b>BA-285</b>	<b>Human Relations in Business</b>	<b>44</b>	<b>4</b>				
CS-135S	Microsoft Excel	33	3				
<b>Catalog Notes</b>							
Courses in this program can be applied to satisfy elective requirements in the Business AAS degree.							
<b>TOTAL CURRENT CREDITS:</b>			47	<b>TOTAL PROPOSED CREDITS:</b>			47-48

<b>College Contact</b>	Dr. Joan San-Claire	<b>Telephone No.</b>	3013
<b>E-Mail Address</b>	joan.san-claire@clackamas.edu	<b>Fax No.</b>	
<b>Chief Academic Officer or PTE Dean Signature</b>		<b>Date</b>	5/14/19



## COMMUNITY COLLEGE ASSOCIATE OF SCIENCE AREA OF EMPHASIS AMENDMENT FORM

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

<b>College:</b>	Clackamas Community College	<b>Date:</b>	
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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 checked="" type="checkbox"/> Industrial & Engineering Systems

PROGRAM INFORMATION					
<u>APPROVED</u> Program Title	<u>APPROVED</u> CIP Code <small>(Include 7<sup>th</sup> &amp; 8<sup>th</sup> digits used for OCCURS reporting.)</small>			<u>APPROVED</u> Recognition Award	Current Credits
	<u>6-digit CIP</u>	<u>7<sup>th</sup> digit</u>	<u>8<sup>th</sup> digit</u>		
AS Area of Emphasis Title: Engineering – Energy Systems Engineering				Associate of Applied Science Area of Emphasis	98-99
Partnering Institution Name Oregon State University					

Last amendment approved on 01.18.19

TYPE OF PROGRAM AMENDMENT		
<small>(Check ALL That Apply)</small>		
<input type="checkbox"/> New Agreement	<input type="checkbox"/> Curriculum Revision	<input type="checkbox"/> Revision in Program Credits
		<i>Proposed Total Credits:</i> <b>96-98</b>
<input type="checkbox"/> <b>SUSPENSION</b> of Program	<i>Reason for Suspension:</i>	
<b>Suspension Effective Date:</b>		

## 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
<b>Program Requirements – First Year</b>							
<b>Fall Term</b>							
CH-221	General Chemistry	77	5				
ENGR-111	Introduction to Engineering	33	3				
MTH-251	Calculus I	55	5				
WR-121	English Composition	44	4				
<b>Winter Term</b>							
CH-222	General Chemistry	77	5				
ENGR-112	Engineering Programming	33	3				
MTH-252	Calculus II	55	5				
<b>Spring Term</b>							
COMM-111	Public Speaking	44	4				
EC-201	Principles of Economics: MICRO	44	4				
MTH-253	Calculus III	55	5	REMOVE			
WR-227	Technical Report Writing	44	4				
				MTH-254	Vector Calculus	55	5
<b>Summer Term</b>							
MTH-256	Differential Equations	44	4				
<b>Program Requirements – Second Year</b>							
<b>Fall Term</b>							
BA-211	Financial Accounting I	44	4				
ENGR-211	Statics	44	4				
ENGR-221	Electrical Circuit Analysis I	33	4				
PH-211	General Physics with Calculus	70	5				
<b>Winter Term</b>							
ENGR-212	Dynamics	44	4				
ENGR-222	Electrical Circuit Analysis II	66	4				
PH-212	General Physics with Calculus	70	5				
<b>Spring Term</b>							
MTH-254	Vector Calculus	55	5	Move to Term 3			
PH-213	General Physics with Calculus	70	5				
--	Engineering elective		3-4				
--	Western Culture elective		4				
				--	Literature and the Arts Elective		3-4
<b>Engineering Elective</b>							
ENGR-115, 213, 223;							
<b>Western Culture Elective</b>							
ART-204, 205, 206; ENG-107, 108, 109, 201, 202, 204, 205, 250, 251, 253, 254, 255; GEO-208; HST-101, 102, 103, 132, 201, 202, 203; PHL-102; R-204;							
<b>Literature and the Arts Elective</b>							
ART-101, 102, 103, 204, 205, 206; DMC-194; ENG-104, 105, 106, 107, 108, 109, 194, 195, 201, 202, 204, 205, 213, 241, 250, 251, 252, 253, 254, 255, 260, 270; MUS-105, 205, 206;							

<b>Optional:</b> While not required for the A.S. degree, students may complete additional coursework at CCC that will meet requirements for the Bachelor of Science degree at Oregon State University. The Bachelor of Science degree requires the completion of one course from each category below.		
<b>Cultural Diversity Elective</b>		
ANT-231, 232; ENG-213, 252; R-101, 102, 103, 210;		
<b>Difference, Power, and Discrimination Elective</b>		
HST-201, 202, 203; SOC-225;		
<b>Biological Science Elective</b>		
BI-101, 102, 103, 175, 176, 177, 204, 211, 212, 213, 234; ESR-171, 172, 173; Z-201, 202, 203;		
<b>Physical Education Elective</b>		
HPE-295;		
<b>TOTAL CURRENT CREDITS:</b>	98-99	<b>TOTAL PROPOSED CREDITS:</b> 96-98
<b>College Contact</b>	Eric Lee	<b>Telephone No.</b> X6163
<b>E-Mail Address</b>		<b>Fax No.</b>
<b>Chief Academic Officer or CTE Dean Signature</b>		<b>Date</b> 5/6/19



## COMMUNITY COLLEGE ASSOCIATE OF SCIENCE AREA OF EMPHASIS AMENDMENT FORM

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

<b>College:</b>	Clackamas Community College	<b>Date:</b>	
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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 checked="" type="checkbox"/> Industrial & Engineering Systems

PROGRAM INFORMATION					
<u>APPROVED</u> Program Title	<u>APPROVED</u> CIP Code <small>(Include 7<sup>th</sup> &amp; 8<sup>th</sup> digits used for OCCURS reporting.)</small>			<u>APPROVED</u> Recognition Award	Current Credits
	<u>6-digit CIP</u>	<u>7<sup>th</sup> digit</u>	<u>8<sup>th</sup> digit</u>		
AS Area of Emphasis Title: Engineering – Industrial/Manufacturing				Associate of Applied Science Area of Emphasis	94
Partnering Institution Name Oregon State University					

Last amendment approved on 01.18.19

TYPE OF PROGRAM AMENDMENT <small>(Check ALL That Apply)</small>			
<input type="checkbox"/> New Agreement	<input type="checkbox"/> Curriculum Revision	<input type="checkbox"/> Revision in Program Credits	
		<i>Proposed Total Credits:</i>	92-93
<input type="checkbox"/> <b>SUSPENSION</b> of Program	<i>Reason for Suspension:</i>		
<b>Suspension Effective Date:</b>			

## 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
<b>Program Requirements – First Year</b>							
<b>Fall Term</b>							
COMM-111	Public Speaking	44	4				
ENGR-111	Introduction to Engineering	33	3				
MTH-251	Calculus I	55	5				
WR-121	English Composition	44	4				
<b>Winter Term</b>							
CH-221	General Chemistry	77	5				
ENGR-112	Engineering Programming	33	3				
MTH-252	Calculus II	55	5				
<b>Spring Term</b>							
CH-222	General Chemistry	77	5				
ENGR-115	Engineering Graphics	33	3				
MTH-254	Vector Calculus	55	5				
WR-227	Technical Report Writing	44	4				
<b>Summer Term</b>							
MTH-256	Differential Equations	44	4				
--	Social Processes elective		4				
<b>Program Requirements – Second Year</b>							
<b>Fall Term</b>							
ENGR-211	Statics	44	4				
PH-211	General Physics with Calculus	70	5				
--	Western Culture elective		4				
<b>Winter Term</b>							
ENGR-212	Dynamics	44	4				
MTH-253	Calculus III	55	5	REMOVE			
PH-212	General Physics with Calculus	70	5				
				--	Literature and the Arts Elective		3-4
<b>Spring Term</b>							
ENGR-201	Electrical Fundamentals	66	4				
ENGR-213	Strength of Materials	44	4				
PH-213	General Physics with Calculus	70	5				
<b>Social Processes Elective</b>							
ANT-103; EC-201, 202; HST-101, 102, 103; PS-201, 204, 205, 225; PSY-110, 200, 205, 219, 231; SOC-204, 205, 206;							
<b>Western Culture Elective</b>							
ART-204, 205, 206; ENG-107, 108, 109, 201, 202, 204, 205, 250, 251, 253, 254, 255; GEO-208; HST-101, 102, 103, 132, 201, 202, 203; PHL-102; R-204;							
<b>Literature and the Arts Elective</b>							
ART-101, 102, 103, 204, 205, 206; DMC-194; ENG-104, 105, 106, 107, 108, 109, 194, 195, 201, 202, 204, 205, 213, 241, 250, 251, 252, 253, 254, 255, 260, 270; MUS-105, 205, 206;							

<b>Optional:</b> While not required for the A.S. degree, students may complete additional coursework at CCC that will meet requirements for the Bachelor of Science degree at Oregon State University. The Bachelor of Science degree requires the completion of one course from each category below.		
<b>Cultural Diversity Elective</b>		
ANT-231, 232; ENG-213, 252; R-101, 102, 103, 210;		
<b>Difference, Power, and Discrimination Elective</b>		
HST-201, 202, 203; SOC-225;		
<b>Biological Science Elective</b>		
BI-101, 102, 103, 175, 176, 177, 204, 211, 212, 213, 234; ESR-171, 172, 173; Z-201, 202, 203;		
<b>Physical Education Elective</b>		
HPE-295;		
<b>TOTAL CURRENT CREDITS:</b>	94	<b>TOTAL PROPOSED CREDITS:</b> 92-93
<b>College Contact</b>	Eric Lee	<b>Telephone No.</b> X6163
<b>E-Mail Address</b>		<b>Fax No.</b>
<b>Chief Academic Officer or CTE Dean Signature</b>		<b>Date</b> 5/6/19



## COMMUNITY COLLEGE ASSOCIATE OF SCIENCE AREA OF EMPHASIS AMENDMENT FORM

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

<b>College:</b>	Clackamas Community College	<b>Date:</b>	
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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 checked="" type="checkbox"/> Industrial & Engineering Systems

PROGRAM INFORMATION					
<i>APPROVED</i> Program Title	<i>APPROVED</i> CIP Code <small>(Include 7<sup>th</sup> &amp; 8<sup>th</sup> digits used for OCCURS reporting.)</small>			<i>APPROVED</i> Recognition Award	Current Credits
	<i>6-digit CIP</i>	<i>7<sup>th</sup> digit</i>	<i>8<sup>th</sup> digit</i>		
AS Area of Emphasis Title: Engineering – Mechanical Engineering				Associate of Applied Science Area of Emphasis	98
Partnering Institution Name Oregon State University					

Last amendment approved on 01.18.19

TYPE OF PROGRAM AMENDMENT <small>(Check ALL That Apply)</small>			
<input type="checkbox"/> New Agreement	<input type="checkbox"/> Curriculum Revision	<input type="checkbox"/> Revision in Program Credits	
		<i>Proposed Total Credits:</i>	<b>96-97</b>
<input type="checkbox"/> <b>SUSPENSION</b> of Program	<i>Reason for Suspension:</i>		
<b>Suspension Effective Date:</b>			



## 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
<b>Program Requirements – First Year</b>							
<b>Fall Term</b>							
COMM-111	Public Speaking	44	4				
ENGR-111	Introduction to Engineering	33	3				
MTH-251	Calculus I	55	5				
WR-121	English Composition	44	4				
<b>Winter Term</b>							
CH-221	General Chemistry	77	5				
EC-201 Or EC-202	Principles of Economics: MICRO or Principles of Economics: MACRO	44	4				
ENGR-112	Engineering Programming	33	3				
MTH-252	Calculus II	55	5				
<b>Spring Term</b>							
CH-222	General Chemistry	77	5				
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WR-227	Technical Report Writing	44	4				
<b>Summer Term</b>							
MTH-256	Differential Equations	44	4				
<b>Program Requirements – Second Year</b>							
<b>Fall Term</b>							
ENGR-211	Statics	44	4				
ENGR-221	Electrical Circuit Analysis I	33	4				
PH-211	General Physics with Calculus	70	5				
--	Western Culture elective		4				
<b>Winter Term</b>							
ENGR-212	Dynamics	44	4				
ENGR-222	Electrical Circuit Analysis II	66	4				
PH-212	General Physics with Calculus	70	5				
<b>Spring Term</b>							
ENGR-213	Strength of Materials	44	4				
MTH-253	Calculus III	55	5	REMOVE			
PH-213	General Physics with Calculus	70	5				
				--	Literature and the Arts Elective		3-4
<b>Western Culture Elective</b>							
ART-204, 205, 206; ENG-107, 108, 109, 201, 202, 204, 205, 250, 251, 253, 254, 255; GEO-208; HST-101, 102, 103, 132, 201, 202, 203; PHL-102; R-204;							
<b>Literature and the Arts Elective</b>							
ART-101, 102, 103, 204, 205, 206; DMC-194; ENG-104, 105, 106, 107, 108, 109, 194, 195, 201, 202, 204, 205, 213, 241, 250, 251, 252, 253, 254, 255, 260, 270; MUS-105, 205, 206;							
<b>Optional:</b> While not required for the A.S. degree, students may complete additional coursework at CCC that will meet							

requirements for the Bachelor of Science degree at Oregon State University. The Bachelor of Science degree requires the completion of one course from each category below.			
<b>Cultural Diversity Elective</b>			
ANT-231, 232; ENG-213, 252; R-101, 102, 103, 210;			
<b>Difference, Power, and Discrimination Elective</b>			
HST-201, 202, 203; SOC-225;			
<b>Biological Science Elective</b>			
BI-101, 102, 103, 175, 176, 177, 204, 211, 212, 213, 234; ESR-171, 172, 173; Z-201, 202, 203;			
<b>Physical Education Elective</b>			
HPE-295;			
<b>TOTAL CURRENT CREDITS:</b>		98	<b>TOTAL PROPOSED CREDITS:</b> 96-97
<b>College Contact</b>	Eric Lee	<b>Telephone No.</b>	X6163
<b>E-Mail Address</b>		<b>Fax No.</b>	
<b>Chief Academic Officer or CTE Dean Signature</b>			<b>Date</b> 5/6/19