

Present: Nora Brodnicki, Rick Carino, Elizabeth Carney, Frank Corona (Chair), Jeff Ennenga, Megan Feagles (Recorder), Darlene Geiger, Shalee Hodgson, Jason Kovac, Kara Leonard, Mike Mattson, Lilly Mayer, Suzanne Munro, Tracy Nelson, Scot Pruyn, Lisa Reynolds, Sarah Steidl, Dru Urbassik, MaryJean Williams (Alternate Chair)

Guests: Kelly Brennan, Joan San-Claire

Absent: ASG, Rich Albers, Karen Ash, Dustin Bare, Dave Bradley, Ida Flippo, Sharron Furno, Sue Goff, Lupe Martinez, Jeff McAlpine (Alternate Chair), David Plotkin, Cynthia Risan, Tara Sprehe, Helen Wand

1. Welcome & Introductions

2. Approval of Minutes

- a. Approval of the May 17, 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. Reviewing Upcoming Membership Vacancies
 - i. Shalee H. informed the Committee that Sharron Furno will not be continuing as a member for 19-20

6. New Business

a. Related Instruction

- i. The Related Instruction Sub-Committee recommends the following courses continue to be approved as Related Instruction courses in the designated areas:
 - 1. Computation – BA-104, CS-161, CS-260, MTH-080, MTH-211, MTH-212, MTH-213
 - 2. Human Relations – COMM-100, COMM-219
 - 3. PE/Health – HE-163, HE-164, MFG-107, PE-280

Motion to approve, approved

b. Hours, Instructional Method, Credits Change

- i. FRP-246
 - 1. Jeff Ennenga presented
 - 2. Current: 22 LECT, 2 credits; Proposed: 44 LE/LA, 2 credits
 - 3. From approval email: "We have made changes to the way FRP-246 is delivered based on a new curriculum and feedback from students. This better aligns with the needed to time to perform the skills/hands-on component of the course to meet the course learning outcomes."
 - 4. This is a result of Assessment work.

Motion to approve, approved

ii. BA-256

- 1. Joan San-Claire presented
- 2. Current: 33 LECT, 3 credits; Proposed: 44 LECT, 4 credits
- 3. From approval email: "learning income tax requires a substantial amount of time and practice for both students and the instructor. Taxation is the highest level of accounting and is very heavy on content."

Motion to approve, approved

c. New Courses

- i. BA-240
 - 1. Joan San-Claire presented

2. Required course for OSU business students. Will replace BA-222 in the Accounting Assistant AAS. The Department will no longer be offering BA-222.

Motion to approve, approved

d. **Program Amendments**

- i. Accounting Assistant AAS
 1. Joan San-Claire presented
 2. Changes made after meeting with Advisory Committee
 3. Added EC-201 as option to BA-156
 4. Removed BA-223. Marketing isn't included in most 4-year accounting programs.
 5. Moved BA-256 to Winter term (credit change from 3 to 4)
 6. Moved WR-227
 7. Changed BA-222 to BA-240, "which makes it a directly articulated/transferable course for OSU business transfer students, increasing enrollment potential"

Motion to approve, approved

7. Closing Comments

- a.

-Meeting Adjourned-

Next Meeting: October 18, 2019 CC127 8-9:30am

1. Course Title Change

Course	Current Title	Proposed Title
COMM-126	Communication Between the Sexes	Introduction to Gender Communication
CS-240L	Linux Administration	Linux Administration I
SAR-103	Sport Climbing Self Rescue	Rappelling and Self Rescue

2. Course Number Change

Course	Title	Proposed Course Number

3. Outlines Reviewed for Approval

Course	Title	Implementation
COMM-126	Introduction to Gender Communication	2019/SU
CS-140	Introduction to Operating Systems	2019/SU
CS-240L	Linux Administration I	2019/SU
CS-279W	Windows Server Administration	2019/SU
CS-284	Network Security	2019/SU
CS-288W	Windows Network Administration	2019/SU
DMC-131	Interactive Design for Games	2019/SU
DMC-132	Video Game 3D Modeling	2019/SU
DMC-133	Introduction to Game Engines and Platforms	2019/SU
DMC-250	Motion Capture Animation	2019/SU
FN-110	Personal Nutrition	2019/SU
FR-211	Intermediate French Conversation	2019/SU
FR-212	Intermediate French Conversation	2019/SU
FR-213	Intermediate French Conversation	2019/SU
HE-201	Personal Training	2019/SU
HE-202	Introduction to Fitness Technology Careers	2019/SU
HE-207	Introduction to Plant Based Living	2019/SU
MA-115L	Phlebotomy for Medical Assistants Lab	2019/SU
SAR-103	Rappelling and Self Rescue	2019/SU

1. Course Title Change

Course	Current Title	Proposed Title
GIS-101	Maps and Geospatial Concepts	Principles of Geospatial Technology

2. Course Number Change

Course	Title	Proposed Course Number

3. Outlines Reviewed for Approval

Course	Title	Implementation
AB-112	Collision Repair Welding I	2020/WI
CJA-112	Patrol Procedures	2020/WI
CJA-214	Intimate Partner Violence	2020/WI
CJA-250	Reporting, Recording & Testifying	2020/WI
CJA-252	Introduction to Restorative Justice	2020/WI
ECE-280	Early Childhood Education/CWE	2020/WI
ED-150	Creative Activities for Children	2020/WI
ED-246	School, Family & Community Relations	2020/WI
GIS-101	Principles of Geospatial Technology	2020/WI
GIS-205	Cartography and Map Making	2020/WI
GIS-286	Remote Sensing	2020/WI
NRS-110	Foundations of Nursing - Health Promotion	2020/WI
NRS-110C	Foundations of Nursing - Health Promotion	2020/WI

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

AB-112 Collision Repair Welding I

General education certified: Yes No

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

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

Section #1 General Course Information

Department: Automotive Technology: Auto Body

Submitter

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

Course Prefix and Number: AB - 112

Credits: 2

Contact hours

Lecture (# of hours):
Lec/lab (# of hours): 48
Lab (# of hours):
Total course hours: 48

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: Collision Repair Welding I

Course Description:

This class focuses on auto collision damage repair. Emphasis is on Metal Inert Gas (MIG), Gas Metal Arc Welding (GMAW), welding on light gauge metals, and oxygen-acetylene cutting.

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): Collision Repair & Refinishing Technology

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: No

When do you plan to offer this course?

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

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. safely use all cutting and welding equipment covered in the course;
2. successfully weld 18 and 20 gauge steel;
3. weld in all positions (flat, horizontal, vertical and overhead) using the GMAW process;
4. determine if the welds are fit for service in a modern automobile.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Equipment set-up and safety information.
 - a. GMAW (Gas Metal Arc Welding) process.
 - b. OAC (Oxygen-Acetylene Cutting) process.
2. Correct set-up of GMAW equipment in preparation of welding.
3. Demonstrations of correct GMAW procedures for LAHS (Low-alloy, High Strength Steel). Welds are to be performed in all positions (flat, horizontal, vertical and overhead) on light gauge material (approx. 16 – 22 gauge).
 - a. Butt welds with and without backing
 - b. Lap welds.
 - c. Plug welds.
 - d. Special application: hole-fill, patch, fit-up, sleeve inserts.
4. Demonstration of correct OAW procedures for welding and brazing. Welds are to be performed in the Flat position.

- a. Butt welds.
- b. Lap welds.
- 5. Demonstration of correct OAC procedures on mild steel materials.
 - a. Setting up of OAC equipment.
 - b. Piercing of metal to produce holes

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

CJA-112 Patrol Procedures

General education certified: Yes No

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

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

Section #1 General Course Information

Department: Education, Human Services & Criminal Justice

Submitter

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

Course Prefix and Number: CJA - 112

Credits: 3

Contact hours

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

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

Course Title: Patrol Procedures

Course Description:

Describes the nature and purpose of patrol activities for the law enforcement officer. Includes routine patrol, emergency procedures and different types of patrols. Examines crime prevention theory and community policing.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

Yes

Check which General Education requirement:

- ✓ Writing
- ✓ Oral Communication

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

Yes

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

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Not every year

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. describe the basic purpose of the patrol division, its responsibility and how it relates in a cooperative manner to the entire police department, as well as other agencies and the community;
2. analyze efforts to prevent crime,
3. explain various aspects of community policing and preserving public peace,
4. analyze legal aspects pertaining to criminal apprehension,
5. discuss safety concerns regarding patrol-related activities undertaken by law enforcement, and responses to calls.

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

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

SP: Speech/Oral Communication Outcomes

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

Outcomes Assessment Strategies:

:

Major Topic Outline:

1. Law enforcement code of ethics.
2. Introduction to Patrol: basic field procedures, observation and perception.
3. Police communications.
4. Reporting/records.
5. Interviewing techniques.
6. Crimes in progress.
7. Preliminary investigations.
8. Unusual occurrences.
9. Traffic direction/enforcement.
10. Crime prevention.
11. Community policing.

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

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

How does it transfer? (Check all that apply)

:

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

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

CJA-214 Intimate Partner Violence

General education certified: Yes No

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

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

Section #1 General Course Information

Department: Education, Human Services & Criminal Justice

Submitter

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

Course Prefix and Number: CJA - 214

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: Intimate Partner Violence

Course Description:

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

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

Yes

Check which General Education requirement:

✓ **Social Science**

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

Yes

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

Are there prerequisites to this course?

Yes

Pre-reqs: CJA-203 or HS-100

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: No

When do you plan to offer this course?

✓ **Fall**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

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

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

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

SP: Speech/Oral Communication Outcomes

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

Outcomes Assessment Strategies:

:

Major Topic Outline:

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

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

1. Increased energy efficiency **No**

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

How does it transfer? (Check all that apply)

:

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

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

CJA-250 Reporting, Recording & Testifying

General education certified: Yes No

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

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

Section #1 General Course Information

Department: Education, Human Services & Criminal Justice

Submitter

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

Course Prefix and Number: CJA - 250

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: Reporting, Recording & Testifying

Course Description:

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

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

Are there prerequisites to this course?

Yes

Pre-reqs: WR-121 with a C or better

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

Yes

Area: Human Relations

GRADING METHOD:

A-F or Pass/No Pass

Audit: No

When do you plan to offer this course?

✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

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

This course does not include assessable General Education outcomes.

Major Topic Outline:

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

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

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

How does it transfer? (Check all that apply)

:

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

CJA-252 Introduction to Restorative Justice

General education certified: Yes No

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

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

Section #1 General Course Information

Department: Education, Human Services & Criminal Justice

Submitter

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

Course Prefix and Number: CJA - 252

Credits: 3

Contact hours

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

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

Course Title: Introduction to Restorative Justice

Course Description:

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

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: No

When do you plan to offer this course?

✓ **Fall**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

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

This course does not include assessable General Education outcomes.

Major Topic Outline:

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

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

How does it transfer? (Check all that apply)

:

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

ECE-280 Early Childhood Education/CWE

General education certified: Yes No

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

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

Section #1 General Course Information

Department: Education, Human Services & Criminal Justice

Submitter

First Name: Dawn
Last Name: Hendricks
Phone: 4158
Email: dawnt

Course Prefix and Number: ECE - 280

Credits: 6

Contact hours

Lecture (# of hours):
Lec/lab (# of hours):
Lab (# of hours): 216
Total course hours: 216

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

Course Title: Early Childhood Education/CWE

Course Description:

Cooperative work experience. Provides students with on-the-job experience in the field of early childhood education. Students will work nine hours a week in pre-approved educational settings that serve children from six weeks old through age eight. Required: Student Petition.

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

Yes

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

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): Early Childhood Education & Family Studies AAS

Are there prerequisites to this course?

Yes

Pre-reqs: ECE-121, ECE-150, and ECE-154

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: CWE-281

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

Yes

Recommendations:

Requirements: Student Petition

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**

✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate professional workplace practices and ethics;
2. observe teachers and children in developmentally appropriate environments;
3. provide a safe environment for children to prevent and reduce injuries;
4. communicate with children and provide opportunities and support for children to understand, acquire and use verbal and nonverbal means of communicating thoughts and feelings;
5. describe how to set up an early learning environment to promote children's development and learning;
6. follow positive guidance strategies when working with young children;
7. demonstrate an appreciation and understanding of culturally and linguistically diverse children;
8. demonstrate and describe an understanding of the role of observation in teaching young children.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. The role of the professional in early childhood education.
2. Ethics in early childhood.
3. Observing young children in authentic contexts.
4. Following positive guidance strategies.
5. The impact of the environment on learning and development.
6. Promoting young children's language development.
7. Appreciating cultural and linguistic diversity.

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

ED-150 Creative Activities for Children

General education certified: Yes No

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

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

Section #1 General Course Information

Department: Education, Human Services & Criminal Justice

Submitter

First Name: Laurette
Last Name: Scott
Phone: 3840
Email: laurette

Course Prefix and Number: ED - 150

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: Creative Activities for Children

Course Description:

The class focuses on understanding and implementing a developmental approach to creative activities for young children; involves hands-on experience with a variety of mediums including art, music and movement, and creative dramatics.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

Yes

Check which General Education requirement:

- ✓ Writing
- ✓ Oral Communication

✓ **Social Science**

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

Yes

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

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. define creativity and the arts;
2. identify theories that relate to creativity in the early years;
3. explain the importance of including creativity and the arts in programs for young children;
4. identify the characteristics of a creative teacher;
5. name the elements of a classroom that nurtures creativity;
6. explain and support the important role of play in the early childhood years;
7. select appropriate creative activities and materials for young children;
8. demonstrate how the arts can be integrated into the early childhood curriculum;
9. discuss how NAEYC (National Association for the Education of Young Children) Developmentally Appropriate Practices have an impact on the arts in the classroom.

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

SP: Speech/Oral Communication Outcomes

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

Outcomes Assessment Strategies:

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

:

Major Topic Outline:

1. Theories regarding creativity and an overview of the arts.
2. Characteristics of a teacher and a classroom environment which nurtures creativity.
3. Major theories regarding the important role of play in the early childhood years.
4. The stages of artistic development.
5. Appropriate art activities and materials for young children.
6. Development of musical abilities and the components of music which should be included in early childhood programs.
7. Theories regarding the importance of movement as well as appropriate activities to support the development of movement.
8. Types of creative drama and the benefits of including it in early childhood classrooms.
9. Integration of the arts into the early childhood curriculum.
10. The importance of including creativity and the arts in programs for young children.

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

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

PSU (Portland State University)

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

How does it transfer? (Check all that apply)

general elective

:

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

Other. Please explain.

articulation agreement

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

ED-246 School, Family & Community Relations

General education certified: Yes No

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

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

Section #1 General Course Information

Department: Education, Human Services & Criminal Justice

Submitter

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

Course Prefix and Number: ED - 246

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: School, Family & Community Relations

Course Description:

This course focuses on the knowledge and skills to work effectively with families and community professionals in early childhood education (6 weeks of age through 3rd grade). Emphasis is on building and maintaining positive relationships to foster cooperation and mutual respect between early childhood professionals and the families of the children with whom they are working.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

Yes

Check which General Education requirement:

- ✓ Writing
- ✓ Oral Communication

✓ **Social Science**

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

Yes

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

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

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**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. explain how applying family systems theory to ECE practice can help explain why members of a family behave the way they do in given situations;
2. describe the historical and philosophical perspectives that have influenced school, family and community relations;
3. identify the diversity of family demographics, including family composition, socio-economic status, ethnic and cultural factors, and religious orientation;
4. communicate effectively with families to share knowledge of their children and support their growth and development;
5. facilitate home visits, family conferences and other formal ways of communicating with families;
6. identify and analyze the levels of involvement that exist in school, family and community partnerships;
7. implement strategies to encourage family involvement in the classroom;
8. participate in a team approach to support and work with families of children with disabilities.

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

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

SP: Speech/Oral Communication Outcomes

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

Outcomes Assessment Strategies:

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

:

Major Topic Outline:

1. Influences on children's lives.
2. Viewing family diversity.
3. Family systems theory.
4. Family Mapping.
5. Roles and experiences of parents.
6. Families of children with disabilities.
7. Protecting children/fostering learning.
8. Epstein's levels of family, school and community partnerships.
9. Curriculum of the home.
10. Curriculum of the community.
11. Collaborative relationships.
12. Building school partnerships.

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

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

PSU (Portland State University)

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

How does it transfer? (Check all that apply)

general elective

:

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

Other. Please explain.

articulation agreement

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

GIS-101 Principles of Geospatial Technology

General education certified: Yes No

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

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

Section #1 General Course Information

Department: WAFE

Submitter

First Name: Eric
Last Name: Roberts
Phone: 6495
Email: eric.roberts

Course Prefix and Number: GIS - 101

Credits: 2

Contact hours

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

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

Course Title: Principles of Geospatial Technology

Course Description:

This course serves as an overview of the concepts and principles of geospatial technology using lab activities to explore maps, geospatial data, and geospatial software. Major themes include: maps and cartography, geodesy, geographic information systems, spatial data privacy, global navigation satellite systems, remote sensing/image interpretation, terrain analysis, web maps, and the geospatial industry.

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: No

When do you plan to offer this course?

✓ **Fall**

✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. describe the role of geospatial technology as tools integral to society;
2. connect fundamental cartographic and mapping concepts to geospatial technologies;
3. articulate key geospatial technology terms and concepts;
4. use a variety of geospatial software.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Geospatial Technologies and Software
2. Map Forms and Uses
3. Map Scale, Generalization, and Elements
4. Geodesy
5. Spatial Data and Privacy
6. Geographic Information Systems and the Future of Geospatial Capabilities
7. Global Navigation Satellite Systems
8. Remote Sensing and Image Interpretation
9. Digital Terrain and the Physical Landscape
10. Career Opportunities in the Geospatial Industry

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

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

Percent of course: 20%

First term to be offered:

Next available term after approval
:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

GIS-205 Cartography and Map Making

General education certified: Yes No

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

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

Section #1 General Course Information

Department: WAFE

Submitter

First Name: **Eric**
Last Name: **Roberts**
Phone: **6495**
Email: **eric.roberts**

Course Prefix and Number: GIS - 205

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: Cartography and Map Making

Course Description:

Explores basic cartographic design principles and how to apply them to produce high quality maps using GIS software. Introduces cartographic terminology, principles, and map-making tools. Major themes include visual representation and communication; how to turn geographic data into effective maps for print and the web; how to critique maps; map design and elements; and color, fonts, labels, and symbols for maps.

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): **CC.GISTECHNOLOGY**

Are there prerequisites to this course?

Yes

Pre-reqs: GIS-201

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

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

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Spring

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. apply cartographic principles, theory and styles to create effective maps using GIS software;
2. critique maps based on cartographic and design principles;
3. apply cartography to examine cultural and environmental issues.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Map design and Layout
2. Types of Maps
3. Map colors
4. Map symbols
5. Map labels and fonts
6. Map generalization
7. Quantitative and Qualitative data

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

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

Percent of course: 20%

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

GIS-286 Remote Sensing

General education certified: Yes No

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

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

Section #1 General Course Information

Department: WAFE

Submitter

First Name: Eric
Last Name: Roberts
Phone: 6495
Email: eric.roberts

Course Prefix and Number: GIS - 286

Credits: 3

Contact hours

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

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

Course Title: Remote Sensing

Course Description:

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

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

Are there prerequisites to this course?

Yes

Pre-reqs: GIS-201

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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?

✓ Winter

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

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

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. The history of aerial photography and remote sensing.
2. Acquisition of remote sensing data.

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

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

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

Percent of course: **20%**

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

NRS-110 Foundations of Nursing - Health Promotion

General education certified: Yes No

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

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

Section #1 General Course Information

Department: Nursing

Submitter

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

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 and NRS-230**

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

Percent of course: 0%

First term to be offered:

Specify term: Fall 2015

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

NRS-110C Foundations of Nursing - Health Promotion Clinical

General education certified: Yes No

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

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

Section #1 General Course Information

Department: Nursing

Submitter

First Name: Carol
Last Name: Dodson
Phone: 0654
Email: carold

Course Prefix and Number: NRS - 110C

Credits: 4

Contact hours

Lecture (# of hours):
Lec/lab (# of hours):
Lab (# of hours): 120
Total course hours: 120

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 Clinical

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 client health practices. To support self and client health practices, students learn to access research evidence about healthy lifestyle patterns and risk factors for disease/illness, apply growth and development theory, interview clients 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.

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-110 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?

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:

Pass/No Pass 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. demonstrate 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, family functioning;
2. develop a plan of care that is family-centered, and developmentally and culturally appropriate using evidence such as clinical guidelines and integrative literature reviews, to help facilitate a client's health behavior change;
3. use effective communication to establish a therapeutic 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 client using relevant evidence and family/cultural data,
5. demonstrate beginning understanding of selected nursing frameworks, including the legal and ethical bases for practice, and their application to the practice of nursing;
6. identify the importance and relevance of reflection and its influence on personal and professional behavior,
7. demonstrate understanding of effective learning strategies in a performance-based curriculum,
8. demonstrate understanding of the importance of fulfilling commitments to the team in completing 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 | No |
| 2. Produce renewable energy | No |
| 3. Prevent environmental degradation | No |
| 4. Clean up natural environment | No |
| 5. Supports green services | No |

Percent of course: 0%

First term to be offered:

Specify term: **Fall 2019**

Curriculum Committee Membership 19-20

Curriculum Committee/Curriculum Office

Member	Committee Role	Ending Term	Term Cycle
TBD	Chair		2-year
Jeff McAlpine	Alternate Chair/Interim 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
TBD	Part-Time Faculty	2022/SP	3-year

Academic Foundations and Connections (AFAC)

Member	Committee Role	Ending Term	Term Cycle
Tara Sprehe	Dean, AFAC	Ex-Officio	Permanent
Darlene Geiger	Associate Dean, 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
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
Esther Sexton	Faculty-At-Large	2022/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/Welding	2021/SP	3-year
Ida Flippo	Education, Human Services, Criminal Justice/Public Services	2020/SP	3-year
Mike Mattson	Industrial 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

Related Instruction Sub-Committee

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

Course Number	Title	Implementation
GIS-281	ArcGIS I	2020/SU
GIS-282	ArcGIS II	2020/SU

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Date approved: January 18, 2019 Certified General Education Area(s): None

Section #1 General Course Information

Department: WAFE

Submitter

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

Course Prefix and Number: GIS - 281

Credits: 3

Contact hours

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

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

Course Title: ArcGIS I

Course Description:

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

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Fall**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

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

This course does not include assessable General Education outcomes.

Major Topic Outline:

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

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

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

Section #1 General Course Information

Department: WAFE

Submitter

First Name: Carel
Last Name: Kotze
Phone: 3728
Email: carelk

Course Prefix and Number: GIS - 282

Credits: 3

Contact hours

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

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

Course Title: ArcGIS II

Course Description:

This class is an advanced study of the ArcGIS software, including working with geodatabases, feature datasets, feature classes, subtypes, domains and relationship classes. Additional topics include: establishing topological relationships, geometric networks, network analysis and advance editing. Students also learn 3D analysis of data and the use of ModelBuilder to automate tasks.

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

Are there prerequisites to this course?

Yes

Pre-reqs: GIS-281

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. manage geographic data,
2. create subtypes and domains in a geodatabase,
3. create and edit data topology,
4. use a geometric network,
5. place labels using advanced labeling properties,
6. create annotation,
7. create and utilize 3D data,
8. use ModelBuilder to create and execute models,
9. perform spatial analysis,
10. complete a comprehensive real world GIS project,
11. produce high-quality maps and graphs.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Domains and subtypes in a geodatabase
2. Design and create a geodatabase schema
3. Automating GIS processes in ModelBuilder
4. Analyzing networks
5. Understand topology
6. Explore advanced cartographic methods and techniques
7. Understand and use 3D data in the GIS environment
8. Spatial extraction
9. Proximity analysis
10. Completing a GIS project
11. Presenting results

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

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

Percent of course: 30%

First term to be offered:

Next available term after approval

:

Course Number	Title	Implementation
FRP-203	Introduction to Incident Information	2020/WI
GIS-202	Intermediate Geographic Information Systems	2020/WI

Clackamas Community College
Online Course/Outline Submission System

FRP-203 Introduction to Incident Information

General education certified: Yes No

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

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

Section #1 General Course Information

Department: WAFE

Submitter

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

Course Prefix and Number: FRP - 203

Credits: 3

Contact hours

Lecture (# of hours): 32
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 32

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

Course Title: Introduction to Incident Information

Course Description:

The purpose of this course is to provide students with the skills and knowledge needed to serve as a Public Information Officer (PIOF). The course covers establishing and maintaining an incident information operation, communicating with internal and external audiences, working with the news media, handling special situations, and long-term planning and strategy.

Type of Course: Career Technical Preparatory

Reason for the new course:

Community and industry request.

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: No

When do you plan to offer this course?

✓ **Not every year**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

No

Student Learning Outcomes:

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

1. formulate and release information about an incident to the news media, local communities, incident personnel, other appropriate agencies and organizations;
2. develop policy regarding information gathering and sharing;
3. prepare initial information summary as soon as possible after arrival to an incident;
4. brief the Incident Commander and Incident Management Team members to obtain approval of media releases;
5. contribute to meetings to update information releases;
6. arrange for meetings between media and incident personnel.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Roles and responsibilities of a Public Information Officer.
2. Incident Command System (ICS) form ICS-209.
3. Media releases using traditional and social media.
4. Public Information Officers role in Incident Management Team meetings.
5. Facilitating public meetings.

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

GIS-202 Intermediate Geographic Information Systems

General education certified: Yes No

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

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

Section #1 General Course Information

Department: WAFE

Submitter

First Name: Eric
Last Name: Roberts
Phone: 6495
Email: eric.roberts

Course Prefix and Number: GIS - 202

Credits: 3

Contact hours

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

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

Course Title: Intermediate Geographic Information Systems

Course Description:

This class follows the introductory course as a continuation of desktop Geographic Information Systems (GIS) principles using the ArcGIS software platform. Topics explored include working with geodatabases (feature datasets, feature classes, subtypes, domains, etc), topology, vector and raster analysis, creating and editing data, and process automation using ModelBuilder. Students also practice key GIS project management processes, workflows, and best practices through an analysis project.

Type of Course: Career Technical Preparatory

Reason for the new course:

Creation of this course, along with integration with GIS201 (Intro GIS) and deletion of GIS 282 (ArcGIS II), brings fundamentals of GIS sequence into better alignment and assists in the removal of duplicitious courses.

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

Are there prerequisites to this course?

Yes

Pre-reqs: GIS-201

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

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

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

✓ **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. acquire and manage geographic data;
2. create and manage geodatabases (feature, subtypes, domains, topology);
3. create and edit GIS data;
4. place labels using advanced labeling properties;
5. perform vector and raster analysis;
6. utilize models and analysis workflows;
7. use ArcGIS ModelBuilder for process automation;
8. explore advanced spatial analysis concepts (geostatistics, networks, etc);
9. complete a comprehensive real world GIS project;
10. produce high-quality maps and visualizations.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Geodatabase components (feature datasets, domains, subtypes, topology).
2. Design and create a geodatabase schema.
3. Automating GIS processes in ArcGIS ModelBuilder.
4. Using models for process documentation and workflow management.
5. Creating and editing GIS data.
6. Spatial extraction.
7. Proximity and overlay analysis.
8. Advanced cartographic methods and techniques.
9. Managing a GIS project.
10. Presenting results.

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

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

Percent of course: 20%

First term to be offered:

Next available term after approval

:

Program

Construction Trades, General Apprenticeship AAS



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>

College:	Clackamas Community College	Date	9/18/2019
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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 <small>(For Official Program Title, refer to your directory at http://www.ode.state.or.us/search/results/?id=232)</small>	<u>APPROVED</u> CIP Code <small>(Include 7th & 8th digits used for OCCURS reporting.)</small>			<u>APPROVED</u> Recognition Award	Current Credits
	<u>6-digit CIP</u>	<u>7th digit</u>	<u>8th digit</u>		
Parent Program Construction Trades, General Apprenticeship	46.0000	N	*	<input type="checkbox"/> Statewide AAS (90-108 credits)	90-95
Apprenticeship Areas: Plumber (PB) Painter (PT)	AAS.CONSTRUCTPB AAS.CONSTRUCTPT			<input type="checkbox"/>	
Related Certificates: Construction Trades, General Apprenticeship SCC1 Manual Apprenticeship Trades SCPC				<input type="checkbox"/>	

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

Last amendment approved on 04.05.19

TYPE OF PROGRAM AMENDMENT


(Check ALL That Apply)

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

++If new program is an additional award for an existing degree or certificate, complete 'Program Information' section for existing program.

CURRICULUM AMENDMENT

<i>CURRENT CURRICULUM 19-20</i>				<i>PROPOSED CURRICULUM 20-21</i>			
Course	Title	Hours	Credits	Course	Title	Hours	Credits
APR000	Apprenticeship Credit for Prior Certification		22				
MTH-065 Or higher	Algebra II Or higher		4-5	REMOVE			
APR2000	Communication Related Instruction		3-4				
APR3000	Human Relations Related Instruction		3-4				
PEHREQ000	PE/Health Related Instruction		1-3				
				--	Computation requirement		4-5
APRPB000	Apprenticeship-Plumber (PB) SAAS		57				
APR-109PB	Plumbing Conservation Systems	15	1				
APR-117PB	Plumbing Basic Trade & Code	33	3				
APR-127PB	Plumbing Fittings & Materials	33	3				
APR-137PB	Plumbing Basic Installation & ISO	33	3				
APR-147PB	Plumbing Math	33	3				
APR-157PB	Plumbing Pipe Sizing & Advanced Math	33	3				
APR-167PB	Plumbing Welding and Print Reading	33	3				
APR-177PB	Plumbing Related Science	33	3				
APR-187PB	Plumbing Related Codes	33	3				
APR-197PB	Plumbing Backflow Prevention	20	1				
APR-205PB	Service Plumbing	33	3				
APR-206PB	Plumbing Gas & Electric	20	1				
APR-217PB	Advanced Plumbing Installation	33	3				
APR-227PB	Plumbing Gas Venting & Drains	33	3				
APR-237PB	Plumbing Water Heater & Circuit Controls	33	3				
APR-247PB	Advanced Plumbing Code I	33	3				
APR-257PB	Advanced Plumbing Code II	33	3				
APR-267PB	Advanced Plumbing Code III	33	3				
APR-276PB	Plumbing Review I	33	3				
APR-277PB	Plumbing Review II	33	3				
APR-287PB	Plumbing Review III	33	3				
APRPT000	Apprenticeship-Painter (PT)		18				
--	Painter (PT) Electives		39-34				
APR-119PT	Basic Trade & Safety	33	2				
APR-129PT	Basic Surface & Preparation	33	2				
APR-139PT	Hand & Mechanical Cleaning	33	2				
APR-149PT	Basic Applications	33	2				
APR-159PT	Basic Covering & Problem Solving	33	2				
APR-169PT	Advanced Coating	33	2				
APR-219PT	Advanced Graphics & Texturing	33	2				
APR-229PT	Advanced Techniques	33	2				
APR-239PT	Advanced Estimating & Codes	33	2				
TOTAL CURRENT CREDITS:			90-95	TOTAL PROPOSED CREDITS:			

College Contact		Telephone No.	
E-Mail Address		Fax No.	
Chief Academic Officer <i>or</i> PTE Dean Signature			Date 9/19/19

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