Clackamas Community College

Curriculum Committee Agenda

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

	Presenter	Action
0. Chair Nominations/Vote		
1. Welcome and Introductions	**Chair**	
2. Approval of Minutes	**Chair**	Approval
3. Consent Agenda a. Course Number Change b. Course Title Change c. Reviewed Outlines for Approval	**Chair**	Approval
4. Informational Items a. **Catalog Edit Process** b. **Review Teams/Sub-Committee Process Sharing**	**Dru Urbassik** **Team Leads**	Informational Informational
5. Old Business a.		

6. New Business
 a. **Program Amendments**
   i.   Fitness Technology CC
   ii. Gerontology CC
	Tracy Nelson
	Megan Feagles
		Approval
		Approval

7. Closing Comments		

Present: Christopher Reynolds (ASG), Karen Ash, Dustin Bare, Nora Brodnicki, Rick Carino, Jeff Ennenga, Megan Feagles (Recorder), Eden Francis, Darlene Geiger, Jason Kovac, Kara Leonard, Alice Lewis, Mike Mattson, Jeff McAlpine (Alternate Chair), Scot Pruyn, Lisa Reynolds, Cynthia Risan, Esther Sexton, Tara Sprehe, Sarah Steidl, Dru Urbassik, *Andrea Vergun, Helen Wand

Guests: Joan San-Claire

Absent: Rich Albers, Elizabeth Carney, Frank Corona, Ida Flippo, Sue Goff, Shalee Hodgson, Tracy Nelson, David Plotkin

1. **Welcome & Introductions**

2. **Approval of Minutes**
    a. Approval of the October 18, 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. **Catalog Deadlines**
        i. Dru Urbassik presented
        ii. 1st meeting in January, meaning everything must be reviewed and submitted to Curriculum Office by January 9th to be on the agenda for the January 17th meeting.
    b. **Review Teams/Sub-Committee Process Sharing**
        i. Dru Urbassik presented
        ii. Reminder that Review Teams and Sub-Committee will share their processes at the 11/15/19 meeting
    c. **Program Learning Outcomes**
        i. Accounting Assistant AAS
            1. Joan San-Claire presented
            2. Removed "marketing" from PLO4 because BA-223 Principles of Marketing was removed in the Amendment approved on 6/7/19.
        ii. Digital Media Communications AAS
            1. Nora Brodnicki presented
            2. Result of Assessment work. Remove PLO1. Add "sound/music" to PLO5.

5. **Old Business**
    a. **Chair Nominations/Vote**
        i. Term is for 2 years.
        ii. Nora Brodnicki was nominated, but declined
        iii. Jason Kovac suggested that the Curriculum Office and Jeff reach out to faculty Committee members individually to answer more questions about the Chair role.
        iv.
    b. **Membership Vacancies**
        i. Dru Urbassik presented
        ii. Deans are responsible for filling vacancies in their area.
        iii. Rick Carino is Computer Science, not Faculty-At-Large, Rich Albers is no longer a member, Fix Eden Francis' name on the attendance sheet.
            Updated on website, membership document, email group, attendance sheet, and outlook calendar invite on 11/1/19 by MCF
        iv. It was suggested that specific faculty representation areas be replaced with a general requirement for a certain number of faculty by Division. The Committee doesn't think this will make it any easier to fill vacancies.

6. **New Business**
    a. **Course Hours, Instructional Method, Credits Change**
        i. GIS-201
            1. Jeff Ennenga presented on behalf of Eric Roberts
            2. Change from 60 LE/LA to 66 LE/LA. Remains 3 credits.
            3. Updates to curriculum result in full, three-hour class sessions (with guided lab work time) and student project presentations in week 11
    Motion to approve, approved
        ii. HOR-250
            1. Megan Feagles presented on behalf of April Chastain
            2. Change from 20 LECT, 2 credits to 20 LE/LA, 1 credit
            3. "meant for it to be 1-credit like the other herb classes. When HOR-134 was absorbed into HOR-250 last year this change was intended to occur, but was overlooked"
            4. "We combined two courses, one was a 1-credit course and one was a 2-credit course. We deleted the 2-credit course, but kept its course number, and I just overlooked the credit field. It should have been 1-credit"
    Motion to approve, approved
    b. **Program Amendments**
        i. Accounting Assistant AAS
            1. Joan San-Claire presented
            2. Replacing BA-227 with Program Electives, which allows students to take a course that is more in line with their particular academic or career interests.
            3. Students are encountering some scheduling issues with classes only being offered in Winter Term.
    Motion to approve, approved
        ii. Geographic Information Systems (GIS) Technology CC
            1. Jeff Ennenga presented on behalf of Eric Roberts
            2. Removed GIS-281 and -282. Added GIS-201 and -202. Rearranged a few other courses. 45 credits. Sequencing is better for students.
            3. Course Student Learning Outcomes better align with Program Learning Outcomes now.
    Motion to approve, approved

7. **Closing Comments**
    a.

-Meeting Adjourned-

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

1. Course Title Change

Course	Current Title	Proposed Title
ANT-231	Indians of the Pacific Northwest	Native Americans of the Pacific Northwest
ANT-232	Indians of North America	Native Americans of North America

2. Course Number Change

Course	Title	Proposed Course Number

3. Outlines Reviewed for Approval

Course	Title	Implementation
ANT-102	Archaeology & Prehistory	2020/WI
ANT-103	Cultural Anthropology	2020/WI
ANT-231	Native Americans of the Pacific	2020/WI
ANT-232	Native Americans of North America	2020/WI
ANT-280	Anthropology/CWE	2020/WI
BA-131	Introduction to Business Computing	2020/WI
BT-160	Word I	2020/WI
BT-161	Word II	2020/WI
BT-271	Advanced Business Projects	2020/WI
HST-102	History of Western Civilization	2020/WI

Clackamas Community College

Online Course/Outline Submission System

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

Section #1 General Course Information

Department: Social Science

Submitter

First Name: Robert
Last Name: Keeler
Phone: 3409
Email: robertk

Course Prefix and Number: ANT - 102

 # Credits: 4

Contact hours

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

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

Course Title: Archaeology & Prehistory

Course Description:

Introduces the methods and theories used by archaeologists to study the development of human cultures. Provides a survey of world prehistory, tracing the transition of human societies from hunting and gathering to farming, to the beginning of urban life and the rise of early civilizations.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

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

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: WRD-090 or placement in WRD-098

Requirements:

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Not every term

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. describe ways of thinking about the past and problems associated with trying to study past human cultures; (SS1) (SS2) (CL1) (IL5)
2. discuss the field and laboratory methods used in archaeological research, (SC1)(SC2) (SC3)
3. outline the course of human prehistory from the origins of our own species, Homo sapiens, through the development of agriculture and sedentary ways of life, to the growth of early civilization, urban life, and the advent of written history. (SS1)(SS2)(CL1)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

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

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

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

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

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

AL: Arts and Letters Outcomes

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

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

SS: Social Science Outcomes

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

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

SC: Science or Computer Science Outcomes

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

P   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.

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

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

✓ **Multiple Choice Test**

:

Major Topic Outline:

1. Archaeological method and theory.
2. Development of human culture in context of human biological evolution.
3. Stone tools and other ancient technologies.
4. Cultural developments in Paleolithic, Mesolithic, Neolithic, and early civilizations in various parts of the world.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

✓ **OSU (Oregon State University)**

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

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

PSU ANTH102
OSU ANTH LDT
SOU SOAN 211 SoSci Exploration
WOU ANTH 215 LA Core Curriculum
UO ANTH 150

How does it transfer? (Check all that apply)

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

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

✓ **Other. Please explain.**

Oregon college transfer lists

First term to be offered:

Next available term after approval
:

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

Section #1 General Course Information

Department: Social Science

Submitter

First Name: Robert
Last Name: Keeler
Phone: 3409
Email: robertk

Course Prefix and Number: ANT - 103

 # Credits: 4

Contact hours

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

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

Course Title: Cultural Anthropology

Course Description:

Introduces the diversity of contemporary human cultures and the ways anthropologists study and compare them in an effort to understand how different societies organize their lives and make sense of the world around them. Explores the interrelationships among the various elements of culture.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

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

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: WRD-090 or placement in WRD-098

Requirements:

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Not every term

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. describe the methods of ethnographic and ethnological research, especially participant observation and the comparative method; (SS1) (SS2)
2. explain the concepts of cultural relativity and ethnocentrism and apply these concepts to situations in their daily lives;(SS2) (CL1) (IL5)
3. outline the key elements of human culture and the basic concepts and vocabulary anthropologists use to describe these elements;(SS1) (SS2) (CL1)
4. analyze examples of diverse human cultures from written and visual depictions to explain how the cultural elements observed operate, interact, and inter-relate to form a cultural whole. (SS1)(SS2) (CL1)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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.

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

SS: Social Science Outcomes

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

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

SC: Science or Computer Science Outcomes

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

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

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

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

✓ **Multiple Choice Test**

:

Major Topic Outline:

1. Ethnographic method and theory.
2. Concept of culture.
3. Aspects of human culture including:
a. Ethnicity.
b. Language.
c. Subsistence.
d. Economics.
e. Politics.
f. Marriage.
g. Family.
h. Kinship.
i. Descent.
j. Gender.

k. Religion.
l. Health care.
m. Art.
4. Consideration of the impact of the expansion of the Western world and globalization on non-Western, traditional and indigenous cultures.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

PSU ANT 103 UO ANTH 161
OSU ANTH 110 SOU SOAN 213; SOSCI EXPL
WOU ANTH 216

How does it transfer? (Check all that apply)

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

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

✓ **Other. Please explain.**

Oregon college transfer lists

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

Section #1 General Course Information

Department: Social Science

Submitter

First Name: Robert
Last Name: Keeler
Phone: 3409
Email: robertk

Course Prefix and Number: ANT - 231

 # 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: Native Americans of the Pacific Northwest

Course Description:

Survey of Native American cultures in the Pacific Northwest region from prehistoric times to the present. Course is based on archaeological, ethno-historical, and ethnographic evidence. Includes contemporary issues in Northwest Native American life.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ Social Science
✓ Cultural Literacy

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: WRD-090 or placement in WRD-098

Requirements:

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Not every term**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. outline the cultural history of indigenous peoples in the Pacific Northwest prior to contact with Euro-Americans; (SS1) (SS2)
2. correlate traditional ways of life in different parts of the region with the different environments in those areas; (SS1) (SS2)
3. summarize the key historical events in the interaction between Native American and First Nations people and non-native peoples in the Pacific Northwest from first contact to the present; (SS1) (SS2)
4. describe ways of life, issues and problems faced by contemporary Native American and First Nations communities in the Pacific Northwest; (SS1) (SS2) (CL1)
5. discuss the economic, political, social and cultural contributions of Native American and First Nations communities in the Pacific Northwest. (SS1) (SS2) (CL1)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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.

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

SS: Social Science Outcomes

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

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

SC: Science or Computer Science Outcomes

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

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

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

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

✓ **Multiple Choice Test**

:

Major Topic Outline:

1. Indigenous cultures in the Pacific Northwest prior to Euro-American contact,
2. Correlation of these cultures with differing environments,
3. Results and consequences of non-native settlement for the region's indigenous peoples,
4. Historical and contemporary reservation and tribal communities in the Pacific Northwest,
5. Contributions to the Pacific Northwest's cultural diversity and roles of Native Americans and First Nations peoples in the region's politics, economy and culture today.

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

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

5. Supports green services   **No**

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

PSU ANTH LD elective OSU ANTH LDT
UO ANTH 251 SOU LDT
SOSCI EXPL

How does it transfer? (Check all that apply)

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

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

✓ **Other. Please explain.**

Oregon college transfer lists

First term to be offered:

Next available term after approval
:

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

Section #1 General Course Information

Department: Social Science

Submitter

First Name: Robert
Last Name: Keeler
Phone: 3409
Email: robertk

Course Prefix and Number: ANT - 232

 # 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: Native Americans of North America

Course Description:

A broad survey of the cultures, arts, and history of Native Americans north of Mexico. Uses archaeological, ethno-historical, and ethnographic evidence to explore the diversity of Native American cultures from prehistoric times to the present. Includes contemporary issues in Native American life.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

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

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: WRD-090 or placement in WRD-098

Requirements:

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Not every term

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. outline the cultural history of indigenous peoples in North America prior to contact with Euro-Americans; (SS1) (SS2)
2. correlate traditional ways of life in different parts of the continent with the different environments in those regions; (SS1) (SS2)
3. summarize the key historical events in the interaction between Native Americans and non-native peoples in North America from first contact to the present;(SS1) (SS2)
4. describe ways of life, issues and problems faced by contemporary Native American and First Nations communities in North America; (SS1) (SS2) (CL1)
5. discuss the historical and contemporary economic, political, social and cultural contributions of Native American and First Nations communities to society and culture in North America. (SS1) (SS2) (CL1)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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.

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

SS: Social Science Outcomes

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

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

SC: Science or Computer Science Outcomes

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

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

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

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

✓ **Multiple Choice Test**

:

Major Topic Outline:

1. Indigenous cultures in North America prior to Euro-American contact,
2. Correlation of these cultures with differing environments,
3. Results and consequences of Euro-American settlement for the continent's indigenous peoples,
4. History and contemporary reservation and tribal communities in North America,
5. Contributions to the cultural diversity of North America, and roles of Native Americans and First Nations peoples in the continent's politics, economy and culture today.

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

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

5. Supports green services   **No**

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

PSU ANTH LD elective OSU ANTH LDT
UO ANTH 251 SOU LDT
SOSCI EXPL

How does it transfer? (Check all that apply)

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

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

✓ **Other. Please explain.**

Oregon college transfer lists

First term to be offered:

Next available term after approval
:

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

Section #1 General Course Information

Department: Social Science

Submitter

First Name: Robert
Last Name: Keeler
Phone: 3409
Email: robertk

Course Prefix and Number: ANT - 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: Anthropology/CWE

Course Description:

Cooperative work experience. Provides students with on-the-job work experience in the field of anthropology (may involve physical anthropology, and/or archaeology, and/or cultural anthropology). Variable Credit: 2-6 credits. Required: Student Petition.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 12

Is general education certification being sought at this time?

No

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

Yes

Check which General Education requirement:

✓ Social Science

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

Yes

Co-reqs: CWE-281

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

Yes

Recommendations: WRD-090 or placement in WRD-098

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: No

When do you plan to offer this course?

✓ **Not every term**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. apply academic knowledge, skills and abilities in anthropology to a work environment specific to their program of study;
2. demonstrate appropriate work habits (time management, interpersonal relationships, attendance, professional appearance, and problem solving) for their work environment;
3. apply career management strategies such as interviewing, resume writing, networking, and portfolio management.

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

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

    3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

    1. Engage in ethical communication processes that accomplish goals.

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

    3. Build and manage relationships.

MA: Mathematics Outcomes:

    1. Use appropriate mathematics to solve problems.

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

AL: Arts and Letters Outcomes

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

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

SS: Social Science Outcomes

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

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

SC: Science or Computer Science Outcomes

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

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

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

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

:

Major Topic Outline:

1. Orientation and establishment of individual goals/measurable learning objectives.
2. The job application process.
3. Resume construction and job interview.
4. Human relations on the job.
5. Summary and evaluation of work experience and related assigned readings.

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

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

5. Supports green services   **No**

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

PSU ANTH LD elective OSU ANTH LDT
UO No exact match, but might receive some credit SOU LDT

How does it transfer? (Check all that apply)

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

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

✓ Other. Please explain.

Oregon college transfer lists

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

Section #1 General Course Information

Department: Business & Computer Science: Business

Submitter

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

Course Prefix and Number: BA - 131

 # Credits: 4

Contact hours

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

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

Course Title: Introduction to Business Computing

Course Description:

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

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

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

Requirements: Access to the following equipment and software: Personal computer or laptop with MS Windows operating system (preferably Windows 8 or 10), Microsoft Office Professional, internet access (including email); or access to the CCC Dye Academic Computer Lab for coursework

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

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

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

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

This course does not include assessable General Education outcomes.

Major Topic Outline:

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

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

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

1. Increased energy efficiency	**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)

✓ **required or support for major**

✓ **general elective**
✓ **other (provide details)**: ASOT Business

First term to be offered:

Next available term after approval
:

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

Section #1 General Course Information

Department: Business & Computer Science: Business

Submitter

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

Course Prefix and Number: BT - 160

 # Credits: 3

Contact hours

Lecture (# of hours): 22
Lec/lab (# of hours):
Lab (# of hours):   33
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: Word I

Course Description:

Introductory-level course where students learn basic concepts of the Word software program. This course is designed for students who have no or little knowledge of Word.

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): Business AAS & Certificates

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: 35 words per minute typing skill or BT-120

Requirements: Access to the following equipment and software: Personal computer or laptop with MS Windows operating system (preferably Windows 8 or 10), MS Word, or access to the CCC Dye Academic Computer Lab for coursework

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**

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, retrieve, edit, save, and print documents such as tables, letters, memos, outlines, and reports;
2. demonstrate the ability to proofread documents for spelling and grammar and revise effectively to produce professional documents;
3. apply specialized formatting to characters, paragraphs, and documents;
4. use file management concepts to organize and maintain documents;
5. demonstrate the ability to customize documents using headers, footers, bulleted/numbered text, page numbering, and backgrounds;
6. Create merged documents such as letters using merge fields within Word documents;
7. exhibit the ability to enhance documents with images, SmartArt, styles, themes, and WordArt;
8. demonstrate the ability to review documents utilizing formal Word Review tasks (make comments, review and track changes, editing of documents when collaborating with others).

This course does not include assessable General Education outcomes.

Major Topic Outline:

LEVEL 1
1. Introduction to Word: Organizing a document
2. Document Presentation: Editing and Formatting
3. Document Productivity: Working with Tables and Mail Merge
4. Collaboration and Research: Communicating and Producing Professional Papers

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
:

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

Section #1 General Course Information

Department: Business & Computer Science: Business

Submitter

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

Course Prefix and Number: BT - 161

 # Credits: 3

Contact hours

Lecture (# of hours): 22
Lec/lab (# of hours):
Lab (# of hours):   33
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: Word II

Course Description:

This is an intermediate-level course where students learn more advanced features of the Microsoft Word software program. The course is designed for students who have completed BT-160, Word I.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

Are there prerequisites to this course?

Yes

Pre-reqs: BT-160 with a C or better

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

No

Are there corequisites to this course?

No

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

Yes

Recommendations: BT-124 and 35 words per minute typing skill

Requirements: Access to the following equipment and software: Personal computer or laptop with MS Windows operating system (preferably Windows 8 or 10), MS Word, or access to the CCC Dye Academic Computer Lab for coursework

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: No

When do you plan to offer this course?

✓ Spring

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate the ability to automate and customize formatting of documents with the use of Building Blocks, Macros, and templates;
2. demonstrate the ability to efficiently navigate within and between documents;
3. create professional newsletters utilizing Word tools such as specialized fonts, styles, WordArt, graphics, and SmartArt;
4. demonstrate the ability to format utilizing special features within MS Word--including multilevel lists, customized headers and footers, charts, special characters, Quick Parts, and Quick Styles;
5. demonstrate the ability to insert appropriate references within a Word document--including footnotes, endnotes, citations, bibliographies, indexes, and specialized tables;
6. demonstrate the ability to manage shared documents by tracking, protecting, customizing properties, and creating and editing multiple document versions;
7. demonstrate the use of Word to build and publish a professional-looking webpage, create a Blog Post, or enhance a webpage;
8. demonstrate the successful creation of electronic forms and utilizing content controls within Word.

This course does not include assessable General Education outcomes.

Major Topic Outline:

LEVEL 2
1. Desktop Publishing & Graphic Design: Creating a Newsletter Working with Graphics, and Linking Objects
2. Time-Saving Tools: Using Automate Document Creation, Multiple Documents, and Themes
3. Document Automation: Forms, Macros, and Security
4. Word and the Internet: Webpage Creation an Enhancement, Online Presentation, and Blogs

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
:

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

Section #1 General Course Information

Department: Business & Computer Science: Business

Submitter

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

Course Prefix and Number: BT - 271

 # Credits: 4

Contact hours

Lecture (# of hours):
Lec/lab (# of hours): 44
Lab (# of hours):   66
Total course hours: 110

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

Course Title: Advanced Business Projects

Course Description:

Participate in real-world administrative office experience on the campus of CCC by working as team members in a professional environment. Practice using oral and written communications, analyzing information, event and project planning, problem solving, decision making, prioritizing, applying time management skills, and using industry standard technology skills and tools. Each student will spend 60 to 72 hours per term working in a CCC Office (paired with an Administrative Professional), 2 hours per week within the classroom.

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): Business AAS

Are there prerequisites to this course?

Yes

Pre-reqs: BA-131, BA-205, BT-122, BT-125, BT-160, BT-161, BT-262, and CS-135S

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?

✓ 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. function professionally and effectively as an individual and as a team member in a variety of situations and types of offices;
2. perform a range of office procedures and generate documents such as letters, reports, forms, memos, and spreadsheets using a variety of industry-standard software and equipment;
3. utilize the integrated applications of MS Office in the creation of various projects;
3. communicate in oral and written format in a diverse office environment;
4. analyze and interpret information to make decisions that accomplish the goals of a project or planning of an event;
5. collaborate with colleagues to recognize problems, develop potential solutions, and evaluate the effectiveness of the results;
6. identify the successful qualities of an administrative professional and demonstrate awareness of the advancement opportunities of an administrative professional within this career field.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Teamwork/collaboration.
a. Mentor and assist other team members.
b. Demonstrate emotional intelligence.
c. Assess and strengthen personal behavior to improve team performance.
d. Use influence and persuasion effectively.
e. Use discretion and diplomacy.
2. Office & technical skills.
a. Demonstrate accountability by meeting deadlines.
b. Use efficient procedures and processes to coordinate workflow and accomplish tasks.
c. Demonstrate project management skills by establishing project goals, setting appropriate timelines, establishing methods for feedback, and evaluating outcomes.
d. Exhibit accuracy and attention to detail in all tasks.
e. Plan and participate in meetings.
f. Choose and implement document formats appropriate to the project.
g. Select appropriate methods or tools to complete projects (software, communication channel).
h. Prepare a variety of documents integrating multiple software applications and technology.
3. Communication & information management.

a. Be resourceful in obtaining, organizing, analyzing, evaluating, and managing information.
b. Utilize effective reading, writing, and listening skills.
c. Compose written and electronic messages using business standards.
d. Use calendaring and scheduling tools to arrange meetings.
e. Complete recordkeeping tasks that are accurate and orderly.
4. Analysis, problem solving, productivity.
a. Use critical thinking skills to make effective decisions and solve business problems.
b. Analyze information and use good judgment when obtaining and using information.
c. Recognize problems, develop solutions, and evaluate effectiveness of results.
d. Manage productivity.
5. Professionalism.
a. Model good work ethics and professionalism including regular and punctual attendance.
b. Practice ethical principles and confidentiality.
c. Demonstrate appearance and mannerisms appropriate for an office environment.
d. Display a positive attitude and willingness to adapt to changes and difficult situations.
e. Understand and adapt to the needs and work styles of others.
f. Understand importance of professional career plans, lifelong learning, and professional organizations.

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

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

Percent of course: 0%

First term to be offered:

Specify term: Spring 2020

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

Section #1 General Course Information

Department: Social Science

Submitter

First Name: Patricia
Last Name: McFarland
Phone: 3411
Email: patmc

Course Prefix and Number: HST - 102

 # Credits: 4

Contact hours

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

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

Course Title: History of Western Civilization

Course Description:

Origins and development of Western Civilization with an emphasis on Europe from ca. 1300 to 1800.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ Social Science
✓ Cultural Literacy

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: WRD-090 or placement in WRD-098

Requirements:

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

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

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. identify and analyze the historical bases and evolution of diverse ideas, behaviors and values in Western Civilization from ca. 1300 to 1800; (CL1)
2. analyze the behavior of prominent individuals in Western Civilization from ca. 1300 to 1800, (SS1)
3. apply knowledge about the history of Western Civilization from ca. 1300 to 1800 to contemporary problems and issues. (SS2)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

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

S   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.

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

SS: Social Science Outcomes

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

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

SC: Science or Computer Science Outcomes

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

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

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

✓ General Examination

         ✓ Writing Assignments

:

Major Topic Outline:

1. The 14th Century
2. The 15th Century
3. The Renaissance
4. The Reformation and the 16th Century
5. The Scientific Revolution and the 17th Century
6. The 18th century and the Enlightenment
7. The French Revolution
8. Napoleon

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

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

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

This course has the same name and number at PSU, OSU, and OIT, while at UO and EOU it is listed as HIST 102. At WOU, this course transfers as HST 102D or HST 105D and at SOU it transfers as HST 111.

How does it transfer? (Check all that apply)

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

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

✓ **Other. Please explain.**

On-line research of General Education courses accepted at Oregon's state universities.

First term to be offered:

Next available term after approval
:

AFaC Review Team Process

- The AFaC review team uses Google Sheets to track courses that need review and to make notes about where we are in the process, who has been contacted about any questions, etc.
- We get together after Curriculum Committee meetings whenever possible to review courses together. This also helps those who are new to the committee to understand the process.

Our review process in brief:
1. We review the **course descriptions** from the viewpoint of a student. Is the description clear? Would I know what this course was about from reading the description?
2. We check the **SLOs** using Bloom's Taxonomy as a reference for verbs that facilitate assessment.
   a. Are they outcomes, or objectives? If it's a long list of objectives, work with the submitter to create a list of 5-7 outcomes that will be assessed.
3. We check the **Major Topic Outline**. Does it make sense? Is it simply repeating the SLOs? Does it give an idea of what will be covered?
4. Other items:
   - Inspect all the checked boxes to make sure these look correct;
   - Check on transferability and OUS schools the course transfers to. How does it transfer?;
   - Are comparable courses listed?

Program Amendments

Program	Implementation
Fitness Technology CC	2020/SU
Gerontology CC	2020/SU

**Oregon Department of Community Colleges
and Workforce Development**
255 Capitol Street NE
Salem, OR 97310-0203

Office of Educational Improvement & Innovation

Phone: (503) 378-3600
FAX: (503) 378-5156

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	

CAREER LEARNING AREA

☐	**Ag, Food & Natural Resource Systems**	√	**Health Services**
☐	**Arts, Information & Communications**	☐	**Human Resources**
☐	**Business & Management**	☐	**Industrial & Engineering Systems**

PROGRAM INFORMATION

APPROVED Program Title *(For Official Program Title, refer to your directory at http://www.ode.state.or.us/search/results/?id=232)*	*APPROVED* CIP Code (Include 7th & 8th digits used for OCCURS reporting.)			*APPROVED* Recognition Award	Current Credits
	6-digit CIP	*7th digit*	*8th digit*		
AAS Title:				☐ Associate of Applied Science (AAS) Degree	
Option Title**				☐ *OPTION* to AAS Degree	
Certificate Title: *Within* AAS Degree? ☐ Yes** √ No **Fitness Technology**	**31.0501**	**J**	*****	√ CC1 (45-60 credits)	**45-47**

****Enter name of base degree in 'AAS Title' box**
LAST AMENDMENT APPROVED ON 06/01/18

TYPE OF PROGRAM AMENDMENT
(Check **ALL** That Apply)

☐ **New Program++** ☐ **Title Change for Program**	☐ **Curriculum Revision**	✓ **Revision in Program Credits**	
		Proposed **Total Credits:**	
Proposed **AAS Title:**			
Proposed **OPTION Title:**			
Proposed **Certificate Title:**			
☐ **SUSPENSION of Program**	*Reason for Suspension:*		
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

[List in a Defined Sequence of Courses Format, e.g., Quarter-to-quarter mapping.
For a New Program, complete the Proposed Curriculum section only.]

CURRENT CURRICULUM 19-20 [List entire curriculum as last approved)				PROPOSED CURRICULUM 20-21 [List only course(s) to be amended]			
Course	Title	Hours	Credits	Course	Title	Hours	Credits
Fall Term							
COMM-218	**Interpersonal Communication**	**44**	**4**				
HE-202	Introduction to Fitness Technology Careers	11	1				
PE-240	Strength & Conditioning Theory & Techniques	35	3				
WR-101 or WR-121	**Communication Skills: Occupational Writing or English Composition**	**33-44**	**3-4**				
--	Fitness Technology program electives		3				
Winter Term							
COMM-227	Nonverbal Communication	44	4				
HE-252	First Aid/CPR/AED	33	3				
HPE-295	Health & Fitness for Life	60	3				
--	Fitness Technology program electives		4				
Spring Term							
HE-201	Personal Training	33	3				
HE-223	Sports Nutrition	33	3				
MTH-050 or higher	**Technical Mathematics I**	**44**	**4-5**	**MTH-050 or MTH-065 or higher**	**Technical Mathematics I Or Algebra II**	**44**	**4-5**
PE-280	Physical Education/CWE	108	3				
--	Fitness Technology program elective		4				
Fitness Technology Program Electives							
BA-101	Introduction to Business	44	4				
BA-123	Leadership & Motivation	33	3				
ECE-235	Nutrition, Music & Movement in Early Childhood Education	33	3				
GRN-182	Aging and the Body	33	3				
HE-163	Body & Drugs I: Introduction to Abuse & Addiction	33	3				
HE-164	Body & Drugs II: Alcohol	33	3				
HE-204	Nutrition & Weight Control	33	3				
HE-207	Introduction to Plant Based Living	33	3				
HE-249	Mental Health	33	3				

HE-250	Personal Health	33	3					
HE-255	Body & Alcohol	33	3	REMOVE Scheduled for Inactivation on 06.30.20				
HE-263	Body & Drugs III: Marijuana	33	3					
HE-264	Body & Drugs IV: Other Drugs, Other Addictions	33	3					
PE-185	Physical Education	33	1					
PE-260	Care and Prevention of Athletic Injuries	44	2					
PE-270	Sport and Exercise Psychology	33	3					
PE-294A	Philosophy of Coaching	44	2					
PSY-101	Human Relations	33	3					
TOTAL *CURRENT* CREDITS:			45-47	**TOTAL *PROPOSED* CREDITS:**				

College Contact	Tracy Nelson	**Telephone No.**	3274
E-Mail Address		**Fax No.**	
Chief Academic Officer *or* PTE Dean Signature	Tara Sprehe via email	**Date**	11/8/19

Oregon Department of Community Colleges
 and Workforce Development
255 Capitol Street NE
Salem, OR 97310-0203

Office of Educational Improvement & Innovation

Phone: (503) 378-3600
FAX: (503) 378-5156

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	

CAREER LEARNING AREA

☐ **Ag, Food & Natural Resource Systems**		☐ **Health Services**	
☐ **Arts, Information & Communications**		☐ **Human Resources**	
☐ **Business & Management**		☐ **Industrial & Engineering Systems**	

PROGRAM INFORMATION

APPROVED Program Title (For Official Program Title, refer to your directory at http://www.ode.state.or.us/search/results/?id=232)	*APPROVED* CIP Code (Include 7th & 8th digits used for OCCURS reporting.)			*APPROVED* Recognition Award	Current Credits
	6-digit CIP	*7th digit*	*8th digit*		
AAS Title:				☐ **Associate of Applied Science (AAS) Degree**	
Related Certificates: Gerontology for Health Care Professionals CP Nursing Assistant-Gerontology Specialist CP				☐ ***OPTION* to AAS Degree**	
Certificate Title: *Within* AAS Degree? ☐ Yes** √ No **Gerontology**	**30.1101**			√ **CC1 (45-60 credits)**	**46-47**

**Enter name of base degree in 'AAS Title' box
LAST AMENDMENT APPROVED 5/3/2019

TYPE OF PROGRAM AMENDMENT
(Check **ALL** That Apply)

☐ **New Program₊₊** ☐ **Title Change for Program**	☐ **Curriculum Revision**	✓ **Revision in Program Credits**
		Proposed Total Credits:
Proposed AAS Title:		
Proposed OPTION Title:		
Proposed Certificate Title:		
☐ ***SUSPENSION* of Program**	*Reason for Suspension:*	
Suspension Effective Date:		

CURRICULUM AMENDMENT

[List in a Defined Sequence of Courses Format, e.g., Quarter-to-quarter mapping.
For a New Program, complete the Proposed Curriculum section only.]

CURRENT CURRICULUM 19-20 [List entire curriculum as last approved)				PROPOSED CURRICULUM 20-21 [List only course(s) to be amended]			
Course	Title	Hours	Credits	Course	Title	Hours	Credits
Fall Term							
GRN-179	Careers in Gerontology	11	1				
GRN-181	Issues in Aging	33	3				
HE-163	Body & Drugs I: Introduction to Abuse & Addiction	33	3				
WR-101 Or WR-121	**Communication Skills: Occupational Writing or English Composition**	**33-44**	**3-4**				
--	Gerontology program elective		5				
Winter Term							
GRN-182	Aging and the Body	33	3				
GRN-184	Aging & the Individual	33	3				
HE-164 Or HE-263 Or HE-264	Body & Drugs II: Alcohol or Body & Drugs III: Marijuana or Body & Drugs IV: Other Drugs, Other Addictions	33	3				
HS-154	Community Resources	33	3				
MTH-050 Or MTH-065 Or MTH-098	**Technical Mathematics I or Algebra II or College Math Foundations**	**44**	**4**				
Spring Term							
GRN-183	Death and Dying	33	3				
GRN-280	Gerontology/CWE	108	3				
HS-156	**Conducting Human Service Interviews**	**33**	**3**				
HS-170	Preparation for Field Experience in Human Services	33	3				
--	Gerontology program elective		3				
Gerontology Program Electives							
COMM-140	Introduction to Intercultural Communication	44	4				
CS-120	Survey of Computing	55	4				
ED-258	Multicultural Education	33	3				
FN-110	Personal Nutrition	33	3				

GRN-165	Life Enrichment with Older Adults	33	3				
GRN-290	Special Topics in Gerontology	11-33	1-3				
HE-164	Body & Drugs II: Alcohol	33	3				
HS-100	Introduction to Human Services	33	3				
HS-103	Ethics for Human Service Workers	22	2				
HS-130	Introduction to Hospice Care	30	3	REMOVE Scheduled for Inactivation on 06.30.20			
HS-211	Infectious Diseases and Harm Reduction	11	1				
HS-216	Group Counseling Skills	33	3				
HS-232	Case Management	33	3				
HS-256	Advanced Interviewing Skills with Theory	33	3				
HS-260	Victim Advocacy & Assistance	44	4				
NUR-100	Nursing Assistant I	80	7				
NUR-100C	Nursing Assistant I Clinical	82	0				
NUR-101	Certified Nursing Assistant II	88	5				
NUR-101C	Certified Nursing Assistant II Acute Care Clinical	30	0				
PSY-219	Introduction to Abnormal Psychology	44	4				
Catalog Notes							
Other electives may be approved by the Gerontology program advisor.							
TOTAL *CURRENT* CREDITS:			46-47	TOTAL *PROPOSED* CREDITS:			

College Contact	Yvonne Smith		Telephone No.	3207	
E-Mail Address			Fax No.		
Chief Academic Officer *or* PTE Dean Signature	*[signature]*			Date	11/7/19