

	Presenter	Action
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. Program Learning Outcomes i. Electronics Engineering Technology AAS ii. Electronics Engineering Technology CC iii. Microelectronics Systems Technology AAS iv. Microelectronics Systems Technology CC	Mike Farrell “ “ “	Informational
5. Old Business a.		
6. New Business a. Related Instruction Review i. Computation: BA-104, MTH-065 ii. Health: HE-163, HE-164 b. Course Inactivations i. HS-260 c. Course Reactivations d. APR-111UE, 112UE, 113UE, 121UE, 122UE, 123UE, 131UE, 132UE, 133UE, 134UE, 135UE, 136UE, 137UE, 231UE, 232UE, 233UE e. UTL-100, -107, -171, -172, -174, -175 f. ENG-296 g. Course Hours, Instructional Method, Credits Change i. EMT-101, EMT-102 ii. MBC-125, MBC-126, MBC-225 h. New Courses i. EFA-101S ii. EMP-202, EMP-204, EMP-206 iii. ENG-271, ENG-272, ENG-273 iv. GIS-270 v. UTL-120, UTL-173 i. Program Amendments i. AS, Computer Science, PSU ii. AS, Music, PSU iii. Emergency Medical Technology CC	RI Sub-Committee Megan Feagles Shelly Tracy Shelly Tracy English Dept Jarett Gilbert Cindy Garner Megan Feagles Jonathan Baker Jeff McAlpine Eric Roberts Shelly Tracy Rich Albers Megan Feagles Jarett Gilbert	Approval Approval/20.SU Approval/20.SP Approval/20.SP Approval/20.SP Approval/20.SU Approval/20.SP Approval/20.SP Approval/20.SP Approval/20.SP Approval/20.SP Approval/20.SU Approval/20.SU Approval/20.SU

<ul style="list-style-type: none"> iv. Gerontology CC v. Horticulture AAS vi. Irrigation Technician CPCC vii. Organic Farming CC viii. Manufacturing Technology AAS and Certificate ix. Medical Billing and Coding CC x. Nursing (RN) AAS 	<p>Megan Feagles April Chastain April Chastain April Chastain Mike Mattson Cindy Garner Jarett Gilbert</p>	<p>Approval/20.SU Approval/20.SU Approval/20.SU Approval/20.SU Approval/20.SU Approval/20.SU Approval/20.SU</p>
<p>7. Closing Comments</p>		

Present: Japheth Fuentes (ASG), Lilybelle Moir (ASG), Dustin Bare, Nora Brodnicki, Rick Carino, Elizabeth Carney, Megan Feagles (Recorder), Eden Francis, Sue Goff, Shalee Hodgson, Jason Kovac, Kara Leonard, Alice Lewis, Tracy Nelson, Scot Pruyn (Chair), Lisa Reynolds, Tara Sprehe, Sarah Steidl, Dru Urbassik, *Andrea Vergun, Helen Wand

Guests: Greg Bostrom, Mike Farrell, Joan San-Claire, Mark Yannotta

Absent: Karen Ash, Frank Corona, Jeff Ennenga, Ida Flippo, Darlene Geiger, Mike Mattson, Jeff McAlpine (Alternate Chair), David Plotkin, Cynthia Risan, Esther Sexton

1. Welcome & Introductions

2. Approval of Minutes

- a. Approval of the November 15, 2019 minutes

Motion to approve, approved

3. Consent Agenda

- a. Course Number Changes
- b. Course Title Change
- c. Reviewed Outlines for Approval
- d. Approve BA-104 contingent upon a small group to meet to discuss the placement language in the requisite.
 - i. Math Department and Joan met after meeting and decided on Prerequisite: MTH-020.
 - ii. *Outline is updated and re-added to agenda packet by MCF on 12/6/19*

Motion to approve, approved

4. Informational Items

- a. Catalog Deadline
 - i. Catalog Files are live in Google Drive for a few weeks now!
 - ii. Everything due to Curriculum Office by January 9th to make it onto the January 17th agenda to be guaranteed to make catalog.
- b. Math Course Numbering
 - i. A continuation of the conversation from the 11/15/19 meeting. It was brought up that the numbering of math courses is confusing to students and staff. For example, MTH-060 is higher in number than MTH-050, but not higher in level.
 - ii. The Math Department would like to work with departments to make sure they are using the appropriate math course for their students.

5. Old Business

- a. Gen Ed Courses that Need Review
 - i. Discussion about what to do about backlog of courses that need Gen Ed review while the new review process is being created.
 - 1. courses that are already Gen Ed certified
 - 2. courses that are seeking Gen Ed certification for the first time.
 - ii. 8 courses (in the 2018, 2019 academic year) that were seeking gen ed for the first time
 - iii. 8 courses were already gen ed, but seeking gen ed in a different or additional category
 - iv. 175 gen ed certified courses had no change from their previous outline.
 - 1. These are fine as gen ed certified for now?
 - v. Provide list to Lisa Reynolds, Alice Lewis, Nora Brodnicki, Elizabeth Carney, and Scot Pruyn will meet and bring back recommendation to January 17th meeting.
 - 1. *Added to 1/17/20 meeting by MCF on 12/6/19*
 - 2. *Sent to group on 12/9/19*

6. New Business

a. Related Instruction

- i. The Related Instruction Sub-Committee recommends that the following courses continue to be approved as Related Instruction in their designated areas:

CRSE	Title	Related Instruction Area
CJA-250	Reporting, Recording & Testifying	Human Relations
COMM-126	Introduction to Gender Communication	Human Relations

HE-201	Personal Training	Physical Education/Health
HE-202	Introduction to Fitness Technology Careers	Physical Education/Health
HE-207	Introduction to Plant Based Living	Physical Education/Health
MTH-082E	Math for High Purity Water	Computation
MTH-095	Algebra III	Computation
PSY-101	Human Relations	Human Relations

Motion to approve, approved

b. Course Hours, Instructional Method, Credits Change

i. ECE-139, 142, 143, 144, 241

1. Megan Feagles presented on behalf of Dawn Hendricks
2. "1 credit of Lecture = 10-12 hours. Increased from 10 to 11 hours to better align with 11-week quarter"
3. ECE-241 changed from 30 to 33

Motion to approve, approved

ii. EET-112, 127, 215, 254, 257

1. Mike Farrell presented
2. "We are updating the EET program to reflect new industrial needs"
3. Do not equate EET-112 to the old EET-112
4. *Not equated when new CRSE record was built. MCF 12/6/19*
5. EET-127
6. EET-215
 - a. Change prerequisite language to have "or" in between each course
 - b. *Changed in EET-215 outline and re-added to agenda packet by MCF on 12/6/19.*
7. EET-254
8. EET-257
 - a. Change library resources to "yes"
 - b. *Changed on EET-257 outline and re-added to agenda packet by MCF on 12/6/19*

Motion to approve, approved

iii. FRP-294

1. Shalee Hodgson presented on behalf of Jeff Ennenga
2. "hours were changed due to changes in the national curriculum that is produced by the National Wildfire Coordinating Group (NWCG) and the Federal Emergency Management Agency (FEMA)"

Motion to approve, approved

iv. PH-150

1. Greg Bostrom presented
2. "need more time to cover the material and to work with the students during class"
3. Student evaluations indicated that the students wanted to class to be 3 credits.

Motion to approve, approved

c. New Courses

i. EET-113, 114, 225, 235

1. Mike Farrell presented
2. EET-113: expanding our circuit design with PCB software and soldering as requested by the advisory board
 - a. Add EET-112 as a prerequisite to EET-113
 - b. *Updated EET-113 outline and re-added to agenda packet by MCF on 12/6/19*
3. EET-114: Expanding Soldering and PCB circuit assembly as recommended by advisory board
 - a. Add EET-113 as a prerequisite to EET-114
 - b. *Updated EET-114 outline and re-added to agenda packet by MCF on 12/6/19*
4. EET-225: New skills and technologies in the EET field. This course idea is requested by the industry advisory committee.
5. EET-235: Expanding technology and employment requirements in EET field. This course is requested by Industrial board

Motion to approve, approved

ii. FST-202, 204, 206, 212, 214, 216

1. Shalee Hodgson presented on behalf of Jeff Ennenga
2. New courses for eventual Emergency Management Professional program
3. Based off National curriculum

Motion to approve, approved

d. Program Amendments

i. Accounting Clerk CC

1. Joan San-Claire presented
2. Adding in BA-112 and 2-4 credits of electives, removing BA-205 and BA-212. Program credits change from 47-48 to 45-48.
3. BA-112 is taught in high schools.

Motion to approve, approved

- ii. Industrial Maintenance Technology AAS
 1. Megan Feagles presented on behalf of Mike Mattson
 2. Reflecting two course subject changes: IMT-233 and IMT-234 are now EET-233 and EET-234, respectively.

Motion to approve, approved

- iii. Renewable Energy Technology AAS
 1. Megan Feagles presented on behalf of Mike Mattson
 2. Reflecting two course subject changes: IMT-233 and IMT-234 are now EET-233 and EET-234, respectively.

Motion to approve, approved

- iv. AS, Electrical Engineering, OIT
 1. Mike Farrell presented on behalf of Eric Lee
 2. Adding ENGR-112, moving a few other courses around. Credits will change from 102-104 to 105-107.

Motion to approve, approved

- v. Electronics Engineering Technology AAS
 1. Mike Farrell presented
 2. Credits/Hours Change: EET-112, EET-127, EET-254, EET-257
 3. Add: CDT-103, CDT-108A, CDT-223, EET-113, EET-114, EET-215, EET-225, EET-234, EET-235, HD-209, IMT-120, IMT-223, WR-121
 4. Remove: EET-230, EET-252, IMT-215, MFG-109, MTH-095, PH-201, PH-202, PH-203, WR-101
 5. Total Credits: from 104 credits to 97-103 credits
 6. Wanted to redesign the program to accommodate part-time students

Motion to approve, approved

- vi. Electronics Engineering Technology CC
 1. Mike Farrell presented
 2. Add: EET-113, EET-114, EET-254, IMT-120, IMT-223, WR-121
 3. Remove: EET-127, MFG-109, MTH-095, MTH-112, WR-101
 4. Total Credits: from 55 to 48

Motion to approve, approved

- vii. Microelectronics Systems Technology AAS
 1. Credits/Hours Change: EET-112, EET-127, EET-215
 2. Add: EET-113, EET-114, EET-215, EET-227, HD-209, IMT-120, MTH-095
 3. Remove: EET-230, IMT-215, MFG-109, MTH-050, MTH-080
 4. Total Credits: change from 100 to 91

Motion to approve, approved

- viii. Microelectronics Systems Technology CC
 1. Add: EET-113, EET-114, IMT-120, IMT-223, MTH-095
 2. Remove: EET-127, MFG-109, MTH-050, MTH-080, electives
 3. Total Credits: change from 56 to 47

Motion to approve, approved

e. COMM-112 removal from AAOT, ASOT-Business, ASOT-Computer Science

- i. Alice Lewis presented
- ii. The department would like to remove COMM-112 from Oral Communication requirement in AAOT, ASOT-Business, ASOT-Computer Science
 1. COMM-111 and COMM-112 are listed. COMM-111 is a prereq for COMM-112, so students are taking COMM-111, not COMM-112.
 2. If the Committee agrees with the change, Alice would bring the change to College Council.

Motion to approve, approved

7. Closing Comments

a.

-Meeting Adjourned-

Next Meeting: January 17, 2020 CC127 8-9:30am

1. Course Title Change

Course	Current Title	Proposed Title
APR-116LE	Burglar Alarms/Access Controls	Security Systems
APR-217LE	Closed Circuit Television/Integrated Systems	Integrated Systems
ENG-107	World Literature: Ancient	World Literature: Ancient through Classical Times
ENG-108	World Literature: Medieval through Enlightenment	World Literature: Early Middle Ages through the 18th Century
ENG-109	World Literature: Romantic through Modern	World Literature: the 19th through 21st Centuries
ENG-204	Survey of English Literature, Part 1	British Literature: Ancient to Enlightenment
ENG-205	Survey of English Literature, Part 2	British Literature: Romantic to Contemporary
ENG-253	American Literature, Part 1	American Literature: Pre-Columbian to Civil War
ENG-254	American Literature, Part 2	American Literature: 1865 to Present
ENG-255	American Literature	American Literature: Topics in American Literature
PH-121	Astronomy	General Astronomy
UAS-201	Unmanned Aircraft Systems (UAS) Pilot	Drone Operations Basics: FAA Part 107

2. Course Number/Subject Change

Course	Title	Proposed Course Number/Subj
MTH-205	A Bridge to University Mathematics	MTH-275
USP-201	Drone Operations Basics: FAA Part 107	UAS-201
USP-205	Practical Drone Applications	UAS-205
USP-210	Drones: Design and Build	UAS-210

3. Outlines Reviewed for Approval

Course	Title	Implementation
ANT-101	Physical Anthropology	2020/SP for all Courses
ANT-103	Cultural Anthropology	
ANT-231	Native Americans of the Pacific Northwest	
ANT-232	Native Americans of North America	
ANT-280	Anthropology/CWE	
APR-116LE	Security Systems	
APR-217LE	Integrated Systems	
ART-100A	Jewelry Making Techniques	
ART-197	Gallery Design & Management	
ART-262	Digital Photography & Photo-Imaging	
BA-111	General Accounting I	
BA-112	General Accounting II	
BA-119	Project Management Practices	
BA-177	Payroll Accounting	
BA-240	Introduction to Financial Management	
BI-213	General Biology for Science Majors (Plant	
CJA-134	Correctional Institutions	

COMM-112	Persuasive Speaking
CS-090	Fundamental Computer Skills I
CS-091	Fundamental Computer Skills II
EC-201	Principles of Economics: MICRO
EC-202	Principles of Economics: MACRO
EL-103	Taking Effective Notes
ENG-106	Introduction to Literature: Poetry
ENG-107	World Literature: Ancient through Classical
ENG-108	World Literature: Early Middle Ages through
ENG-109	World Literature: the 19th through 21st
ENG-116	Introduction to Literature: Comics
ENG-121	Mystery Fiction
ENG-201	Shakespeare
ENG-202	Shakespeare
ENG-204	British Literature: Ancient to Enlightenment
ENG-205	British Literature: Romantic to Contemporary
ENG-226	Popular Literature
ENG-240	Native American Mythology
ENG-253	American Literature: Pre-Columbian to Civil
ENG-254	American Literature: 1865 to Present
ENG-255	American Literature: Topics in American
ENG-266	The Literature of War
ENG-270	Introduction to Literary Criticism
ENG-295	Revolutionary Film
FR-201	Second-Year French I
FR-202	Second-Year French II
FR-211	Intermediate French Conversation
FR-212	Intermediate French Conversation
FRP-246	Wilderness IV: Backcountry CPR/First Aid/AED
FRP-249	Followership to Leadership (L-280)
FRP-280	Wildland Fire CWE
GEO-100	Introduction to Physical Geography
GEO-110	Cultural & Human Geography
GEO-130	Introduction to Environmental Geography
GEO-208	Geography of the United States & Canada
GEO-280	Geography/CWE
GS-104	Earth System Science
GS-105	Earth System Science
GS-106	Earth System Science
GS-107	Astronomy
HS-100	Introduction To Human Services
HS-103	Ethics for Human Service Workers
HS-104	Using Diagnostic Criteria in Addiction
HS-211	Infectious Diseases and Harm Reduction
HST-101	History of Western Civilization
HST-102	History of Western Civilization
HST-103	History of Western Civilization
MTH-054	Medication Calculations for Medical Assistants
MTH-060	Algebra I
MTH-275	A Bridge to University Mathematics
MUS-112	Music Theory I

NRS-110	Foundations of Nursing - Health Promotion
NRS-110C	Foundations of Nursing - Health Promotion
NRS-111	Foundations of Nursing in Chronic Illness I
NRS-111C	Foundations of Nursing in Chronic Illness I
NRS-112	Foundations of Nursing in Acute Care I
NRS-112C	Foundations of Nursing in Acute Care I Clinical
NRS-221	Chronic Illness II and End of Life
NRS-221C	Chronic Illness II and End of Life Clinical
NRS-222	Nursing in Acute Care II & End of Life
NRS-222C	Nursing in Acute Care II & End of Life Clinical
NRS-224	Integrative Practicum
NRS-224C	Integrative Practicum Clinical
NRS-230	Clinical Pharmacology I
NRS-231	Clinical Pharmacology II
NRS-232	Pathophysiological Processes I
NRS-233	Pathophysiological Processes II
PH-121	Astronomy
PS-200	Introduction to Political Science
PS-201	American Government and Politics
PS-203	State and Local Governments
PS-204	Introduction to Comparative Politics
PS-205	International Relations
PS-225	Introduction to Political Ideologies
PS-297	Introduction to Environmental Politics
PSY-205	Psychology as a Social Science
PSY-215	Introduction to Developmental Psychology
PSY-219	Introduction to Abnormal Psychology
PSY-231	Introduction to Human Sexuality
SOC-204	Introduction to Sociology
SOC-205	Social Stratification & Social Systems
SOC-206	Institutions & Social Change
SOC-210	Marriage, Family, & Intimate Relations
SOC-225	Social Problems
SPN-103	First-Year Spanish III
SPN-201	Second-Year Spanish I
SPN-202	Second-Year Spanish II
SPN-203	Second-Year Spanish III
UAS-201	Drone Operations Basics: FAA Part 107
UAS-205	Practical Drone Applications
UAS-210	Drones: Design and Build
WET-121	Waterworks Operations II
WET-131	Water Treatment
WET-131L	Water Treatment Lab
WET-134	Environmental Chemistry II
WR-101	Communication Skills: Occupational Writing
WR-127	Scholarship Essay Writing
WR-227	Technical Report Writing
WR-243	Creative Writing: Playwriting
WR-247	Advanced Playwriting
WR-263	Advanced Screenwriting
WS-101	Introduction to Women's Studies

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Social Sciences

Submitter

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

Course Prefix and Number: ANT - 101

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: Physical Anthropology

Course Description:

Introduces the study of humans as biocultural beings in the context of modern genetics, evolutionary theory, primate taxonomy, anatomy and behavior, fossil hominines, and the role of the physical anthropologist in forensic science.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Social Science

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: WRD-090 or placement in WRD-098

Requirements:

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

- ✓ **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. discuss the notion that humans are biocultural beings and assess the significance of this idea;
 2. outline the basic concepts of modern genetics, heredity and evolutionary theory;
 3. identify the basic characteristics that distinguish primates from other mammals and humans from other primates in terms of behavior and anatomy (SS1);
 4. summarize the course of hominine evolution, identifying the key fossil species and sites (SS2);
 5. describe the kinds of variation seen in different human populations, correlate these variations with differing environments, and assess the significance of these variations in our species (SS1) (SS2);
 6. describe the role of the physical anthropologist in forensic science;
 7. analyze social phenomena by evaluating anthropological information, evidence, argument and/or theory to draw logical conclusions or implications (SS1).
-

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

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. Humans as biocultural beings.
2. Genetics, heredity, and evolutionary theory.
3. Primate taxonomy, behavior, and anatomy.
4. Hominine paleontology.
5. Human variation and adaptation.
6. Forensic anthropology.

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)
- WOU (Western Oregon University)

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

PSU ANTH 101
OSU ANTH 240
WOU ANTH 214
UO ANTH 170

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.

online transfer lists for Oregon Colleges

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

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?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**

✓ **Fall**

✓ **Winter**

✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. 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)
 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)
 5. analyze social phenomena by evaluating anthropological information, evidence, argument and/or theory to draw logical conclusions or implications. (SS1)
-

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

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2. Locate, evaluate, and ethically utilize information to communicate effectively.
3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

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

:

Major Topic Outline:

1. 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)

- PSU (Portland State University)
- SOU (Southern Oregon University)
- OSU (Oregon State 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

Show changes since last approval in red

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?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Not every term**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. 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)
 6. analyze social phenomena by evaluating anthropological information, evidence, argument and/or theory to draw logical conclusions or implications. (SS1)
-

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

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

SP: Speech/Oral Communication Outcomes

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

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

:

Major Topic Outline:

1. 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

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

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?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Not every term**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. 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)
 6. analyze social phenomena by evaluating anthropological information, evidence, argument and/or theory to draw logical conclusions or implications. (SS1)
-

COURSE OUTLINE MAPPING CHART

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

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

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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

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

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)?

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?

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?

- ✓ 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. 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.

This course does not include assessable General Education outcomes.

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
- :

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

Section #1 General Course Information

Department: Apprenticeship

Submitter

First Name: Andrew
Last Name: Schaffer
Phone: 3833
Email: andrews

Course Prefix and Number: APR - 116LE

Credits: 4

Contact hours

Lecture (# of hours): 48
Lec/lab (# of hours):
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: Security Systems

Course Description:

Covers the fundamentals of designing, installing, and integration of a typical burglar (security) system and an access control system. Students will understand what the minimum required components are for each type of system, as well as what type of components are best suited for a given situation. A basic understanding for programming shall be provided. National Electric Codes relevant to these systems shall be reviewed. Required: Student Petition.

Type of Course: Career Technical Apprenticeship

Can this course be repeated for credit in a degree?

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): Construction Apprenticeship AAS

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations:

Requirements: Acceptance into Limited Energy Apprenticeship program. Student Petition.

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F Only

Audit: Yes

When do you plan to offer this course?

✓ **Not every term**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

No

Will this course appear in the schedule?

No

Student Learning Outcomes:

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

1. identify all the required parts of both types of systems,
2. correctly explain the differences between similar components,
3. state how to properly design a system for a given situation,
4. compute voltage calculations for power drain,
5. explain burglar system communication methods and features,
6. state how to properly integrate an access system with a fire system,
7. use a multi-meter to troubleshoot common problems.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Identify various components and their functions.
2. Design basic systems.
3. Connecting components correctly.
4. Explain burglar system communication methods & features.
5. Integrate an access system with a fire system.
6. Troubleshooting.

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

Section #1 General Course Information

Department: Apprenticeship

Submitter

First Name: Shelly
Last Name: Tracy
Phone: 0945
Email: shellyt

Course Prefix and Number: APR - 217LE

Credits: 4

Contact hours

Lecture (# of hours): 48
Lec/lab (# of hours):
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: **Integrated Systems**

Course Description:

Covers the equipment used in CCTV systems, as well as the methods used to integrate these components into systems that meet the surveillance needs of different users. The course work will cover basic system components as well as specific application criteria and terminology. The student will also achieve a working knowledge of the National Electrical Code (NEC) as it applies to these technologies. Required: Student Petition.

Type of Course: Career Technical Apprenticeship

Can this course be repeated for credit in a degree?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): AAS.ELECTRICIANLE, CC.ELECTRICIANLE, CC.LIMITELECTAPP

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations:

Requirements: Acceptance into Limited Energy Apprenticeship program. Student Petition.

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F Only

Audit: Yes

When do you plan to offer this course?

✓ **Not every term**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

No

Will this course appear in the schedule?

No

Student Learning Outcomes:

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

1. explain and apply the basic principles, standards, and practices used to install, maintain, and service CCTV and Integrated systems;
2. explain and apply the basic electrical foundations associated with CCTV Integrated systems,
3. explain the different recording types and media used for CCTV applications,
4. explain and apply the of terminology used in conjunction with CCTV Integrated systems,
5. explain typical system components,
6. be able to identify various CCTV components and their integration into security systems.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Describe different uses for CCTV systems.
2. recording types and media used for CCTV applications.
3. cameras used in CCTV systems.
4. various lenses for use in a CCTV system.
5. cabling options for a CCTV system
6. installation requirements for CCTV systems.
7. tools used for CCTV system troubleshooting
8. basic principles, standards, and practices used to install, maintain, and service integrated security systems.
9. basic electrical foundations associated with integrated systems.
10. relay logic integration.
11. terminology used in conjunction with integrated systems.
12. system components and software.

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

Section #1 General Course Information

Department: Art

Submitter

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

Course Prefix and Number: ART - 100A

Credits: 1

Contact hours

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

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

Course Title: Jewelry Making Techniques

Course Description:

Various topics will introduce techniques in: construction, forming, fabrication, soldering, inlay, etching, mold making, casting, stone setting, chain making and silversmithing. Students will be encouraged to create and design their own jewelry with both meaning and function. Historical and contemporary issues surrounding jewelry and body adornment will be presented and discussed during the course. May be repeated for up to 3 credits.

Type of Course: Lower Division Collegiate

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? 3

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Not every term**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. create works that demonstrate understanding of materials and techniques;
2. create works that demonstrate understanding of design elements;
3. identify metal works of the past and the present from different cultures;
4. demonstrate group and self-critiquing skills.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Basic Jewelry Making.
 - A. Create original works of art using a variety of metal working techniques.
 - B. Develop skills in the fabrication of sheet metal.
2. Small Decorative Box and Locket Making.
 - A. Create a small decorative boxes and lockets.
 - B. Develop skills in: sawing, filing, soldering, roll printing, etching, simple hinging, scoring, bending and pressure fitting lids.
3. Ring making.
 - A. Create original jewelry focusing on rings.
 - B. Develop skills in soldering, dapping, forming, fabrication, forging, metal inlay, and stone setting in silver and non-precious metals.
4. Jewelry Casting,
 - A. Create original jewelry using lost wax casting technique,
 - B. Develop skills in lost wax casting, wax working, mold making, centrifugal casting, cuttlefish casting, embossing and fabrication.

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)

UO (University of Oregon)

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

How does it transfer? (Check all that apply)

general elective

:

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Art

Submitter

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

Course Prefix and Number: ART - 197

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: Gallery Design & Management

Course Description:

Introduction to the fundamental goals and methodology of managing a visual arts gallery. This course examines issues of contemporary art while providing practical experience in curating, preparation and installation of exhibitions, fund raising, grant writing, public relations and related gallery objectives.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ 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. display and apply an understanding of basic gallery management skills;
2. properly handle, hang, place and exhibit works of art;
3. write standard press releases, grant proposals and public service announcements;
4. curate, design and install gallery exhibits.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Public relations skills.
2. Fund raising.
3. Curate exhibitions.
4. Museum and gallery procedures.
5. Registration and care of art work.
6. Gallery exhibit preparation.
7. Coordination of exhibit with artist.

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)

this course will transfer as an elective credit

How does it transfer? (Check all that apply)

✓ **general elective**

:

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

Section #1 General Course Information

Department: Art

Submitter

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

Course Prefix and Number: ART - 262

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: Digital Photography & Photo-Imaging

Course Description:

Introduces concepts, techniques, practices, aesthetics and ethics of photographic imaging and image-making with digital technology. Students will use imaging software.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations:

Requirements: Access to a digital camera with adjustable exposure controls

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

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

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. use a digital camera in automatic mode to take photos, download, save and print them;
2. use a digital camera in manual control mode, effectively controlling a camera's focal length, aperture, depth-of-field, shutter speed, and focus method;
3. use imaging software to edit, organize, print, and save digital photos;
4. use imaging software to enhance digital photos through the use of cropping, transforms, levels & histograms, filters, cloning and other techniques;
5. use imaging software tools for special effects, such as panoramic shots, photo-collages, sepia-toned, and art filters;
6. describe effective use of composition, color, and lighting;
7. use a digital camera for shooting landscapes, portraits, action, products and groups;
8. articulate design concepts in self and group critiques of compositions.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Choosing equipment.
2. Lens, depth of field, focusing, speed.
3. Light, exposure.
4. Composition: rules of texture, pattern, light & form, editing, rotate & crop.
5. Color theory, color composition & spatial.
6. Selection tools.
7. Layers.
8. Filters.
9. Organizer & tags.
10. Printing and/or displaying on the web.
11. Critique.

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

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

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

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

PSU (Portland State University)

OSU (Oregon State University)

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

PSU offers ART-261 Digital Photography. OSU offers ART-263 Digital Photography.

How does it transfer? (Check all that apply)

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

:

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

Section #1 General Course Information

Department: Computer & Business Department: Business

Submitter

First Name: Joan
Last Name: San-Claire
Phone: 3013
Email: joan.san-claire@clackamas.edu

Course Prefix and Number: BA - 111

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: General Accounting I

Course Description:

Introduces the terminology and processes of full-cycle, modified cash and accrual basis bookkeeping for small service and merchandising businesses with inventory. Focus is on how to analyze and record financial transactions, reconcile accounts and trial balances, and prepare basic financial statements. Additional topics include cash management, bank reconciliations, accounting for sales and purchase discounts. Emphasizes procedure and practice.

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 Assistant AAS & Accounting Clerk Certificate

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: Placement in MTH-020, and BA-101 and BA-104 with a C or better

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. explain and apply bookkeeping concepts of debits and credits;
2. analyze financial events and demonstrate cash-basis procedure to complete the bookkeeping cycle for small service businesses and merchandisers, to include journalizing, posting, preparing worksheets, and creating basic financial statements;
3. reconcile the Cash account.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Accounting concepts and procedures.
2. Analyzing and recording business transactions.
3. The Accounting Cycle.
4. Control of cash.
5. Sales and cash receipts.
6. Purchases and cash payments.
7. Bookkeeping for merchandise companies.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

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

How does it transfer? (Check all that apply)

- general elective
- other (provide details): business elective

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

Section #1 General Course Information

Department: Business & Computer Science: Business

Submitter

First Name: **Joan**
Last Name: **San-Claire**
Phone: **3013**
Email: **joan.san-claire@clackamas.edu**

Course Prefix and Number: BA - 112

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: General Accounting II

Course Description:

Provides a more in-depth look at general accounting principles and practices for small business. Topics include recording bad debt, notes receivable and payable, inventory adjustment, and long-term asset valuation. Accounting practices for partnerships and manufacturing structures are examined and financial analysis as a tool for evaluating the health and wealth of a business is introduced.

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 Clerk Certificate

Are there prerequisites to this course?

Yes

Pre-reqs: BA-111

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?

✓ 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. account for receivables, practice methods of estimation, and write off bad debt;
2. calculate and record interest expense and revenue, and record notes receivable and notes payable;
3. adjust merchandise inventory, for both periodic and perpetual systems;
4. measure the cost of property, plant, and equipment, calculate depreciation, and record disposals;
5. demonstrate accounting for partnerships;
6. analyze financial statements and interpret ratios to evaluate performance and financial position;
7. track the flow of costs for a manufacturer.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Bad debts.
2. Notes receivable and notes payable.
3. Merchandise inventory accounting.
4. Property, plant, equipment, and intangible assets.
5. Partnership accounting.
6. Financial analysis.
7. Manufacturing accounting.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

How does it transfer? (Check all that apply)

- ✓ general elective
- ✓ other (provide details): business elective

First term to be offered:

Specify term: Winter 2021

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Business and Computer Science

Submitter

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

Course Prefix and Number: BA - 119

Credits: 2

Contact hours

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

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

Course Title: Project Management Practices

Course Description:

Basic course in project management, intended for non-project management students. Students gain a basic understanding of project management principles and techniques, with emphasis on scope planning, scheduling, and resource management. Students learn practical application of cost control, time management, and communication in project environments.

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): **Business Management Certificate, Horticulture AAS, Landscape Management AAS, Arboriculture 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?

✓ Winter

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. identify common stages in the project life cycle and list activities critical to each;
2. describe the project management constraint model and its practical impacts on the project manager;
3. create a project work breakdown structure;
4. manually create a simple project schedule using a network diagram;
5. identify a project's critical path and compute a project's earliest possible finish date by means of the two pass method;
6. describe a process for stakeholder identification and communication;
7. apply methodical decision-making processes in a project environment;
8. demonstrate project cost control and resource allocation and control processes.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Project life cycle/project constraint model.
2. Project scope and work breakdown structure.
3. Project communications.
4. Project network diagram and critical path.
5. Project cost and schedule management.
6. Project monitoring and control.
7. Project close.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

None

How does it transfer? (Check all that apply)

general elective

:

First term to be offered:

Specify term: Winter 2015

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Business & Computer Science: Business

Submitter

First Name: **Joan**
Last Name: **San-Claire**
Phone: **3013**
Email: **joan.san-claire@clackamas.edu**

Course Prefix and Number: BA - 177

Credits: 3

Contact hours

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

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

Course Title: Payroll Accounting

Course Description:

This course introduces the student to the basic payroll procedures and transactions that are necessary for recording business transactions that compensate personnel. Included in this introduction are wage, salary, and commission or bonus computation and recording, as well as coverage of the federal laws that affect payroll, taxation, and payroll deductions.

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): Business AAS & Certificate

Are there prerequisites to this course?

Yes

Pre-reqs: BA-111 or BA-211

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. understand the basic laws affecting payroll, such as the Fair Labor Standards Act;
2. compute earnings and deductions to prepare basic payroll records for salaried and hourly wage personnel;
3. journalize payroll transactions, including taxes;
4. prepare quarterly payroll tax returns required by government;
5. prepare manual and computer entries to maintain a payroll accounting system.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. The need for payroll and personnel records.
2. Computing and paying wages and salaries.
3. Social security taxes.
4. Income tax withholdings.
5. Unemployment compensation taxes.
6. Analyzing and journalizing payroll transactions.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

How does it transfer? (Check all that apply)

✓ general elective

:

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

Section #1 General Course Information

Department: Business & Computer Science: Business

Submitter

First Name: Joan
Last Name: San-Claire
Phone: 3013
Email: joan.san-claire@clackamas.edu

Course Prefix and Number: BA - 240

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 Financial Management

Course Description:

In this course, you will build upon knowledge obtained from the Principles of Accounting courses to comprehend the process and practice of corporate financial management. Purchasing capital assets and undertaking projects requires sound decision making and management of risk, as well as a solid understanding of the time value of money. In this course, you will delve into discounted cash flow analysis for stocks and bonds, capital budgeting, the cost of capital, and effective corporate financial planning. Both theoretical and practical, our focus is on decisions that are made by the corporate financial manager.

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): AAS Accounting Assistant

Are there prerequisites to this course?

Yes

Pre-reqs: BA-131 and BA-212

**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?

Yes

Have you talked with the appropriate chair?

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. explain the goals of corporate finance;
2. apply appropriate techniques to evaluate and manage investment decisions involving interest rates, bonds, and stocks;
3. evaluate the acquisition of assets and the undertaking of projects using time value of money principles;
4. demonstrate an understanding of the trade-off between risk and return, financial markets, and the cost of capital;
5. integrate financial theory to plan appropriate long-term financing structure and policy.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Introduction to Corporate Finance, Financial Statements, Taxes, and Cash Flow
2. Introduction to Time Value of Money and Discounted Cash Flows
3. Interest Rates and Bond Valuation
4. Stock Valuation
5. Net Present Value (NPV) and Other Investment Criteria
6. Capital Investment Decisions
7. Project Evaluation
8. Capital Market History, Return, Risk, and the Security Market Line (SML)
9. Cost of Capital, Financial Leverage, and Capital Structure Policy
10. Risk, Returns, and Diversification

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

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

BA-240 at OSU (direct articulation/transfer
Business elective for other schools

How does it transfer? (Check all that apply)

required or support for major

general elective

:

First term to be offered:

Specify term: **Spring 2020**

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Sciences

Submitter

First Name: **Tory**
Last Name: **Blackwell**
Phone: **3646**
Email: **toryb**

Course Prefix and Number: BI - 213

Credits: 5

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours): 33
Total course hours: 77

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

Course Title: General Biology for Science Majors (Plant Biology & Ecology)

Course Description:

This course is the third quarter of a three-quarter sequence of a laboratory course for science majors and pre-professional students. It emphasizes an evolutionary approach to plant biology and ecology; including plant diversity, plant organ systems and their functions, photosynthesis and transpiration, productivity and energy transfer, nutrient cycles, population dynamics, ecosystems and environmental issues.

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:

Science & Computer Science

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: Prerequisite or Corequisite: CH-105 or CH-222

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. demonstrate the ability to communicate and comprehend complex scientific principles and concepts important to an understanding of major topics in plant biology and ecology and their role in shaping current scientific knowledge; (WR1) (SP1) (SP2)
 2. critically examine, evaluate and apply existing and alternative explanations to the key concepts of plant biology and ecology to everyday problems and the consequences for society; (SC1) (SC3) (CL1) (AL 2)
 3. demonstrate an ability to identify scientific resources, gather scientific information, critically evaluate information resources, apply them to research, and generate further questions; (SC2)
 4. display the use of laboratory equipment and electronic resources in the pursuit of scientific inquiry; (SC2)
 5. critically analyze and apply scientific data, mathematics and technology to accurately analyze, interpret, validate and communicate solutions to solve scientific problems and test hypotheses; (SC1) (SC2) (MA 1) (MA2)
 6. assess the strengths & weaknesses of evidence in support of specific case studies in biology and ecology that examine the limitations and consequences of human impact on the survival of populations and the ecosystem.(SC3)
-

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

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

- P** 1. Use appropriate mathematics to solve problems.
- P** 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

- 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

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

- ✓ **General Examination**
- ✓ **Projects**
- ✓ **Presentations**
- ✓ **Writing Assignments**
- ✓ **Thesis/Research Project**
- ✓ **Multiple Choice Test**
- ✓ **Rubrics**

:

Major Topic Outline:

1. How populations grow - the survival, growth and environmental impact of populations.
 - a. What a population is and the environmental factors that populations cope in determining their fate and reproductive success.
 - b. How distribution and spacing affect populations.
 - c. Factors that determine population size including density-dependent and density-independent factors, resource availability and carrying capacity on the growth of populations.
 - d. Factors affecting the interactions and distributions of populations in communities.
 - e. An analysis of whether human populations are subject to the same environmental factors that regulate the growth of other populations.
 - f. Factors that determine human population demographics including whether countries are growing, stable or declining in size.
 - g. Ecological footprints of different countries and how these indicate effects of human populations in different countries on the availability and use of resources and their impact on the environment.
2. Biodiversity.
 - a. Classification schemes for living organisms and why these are useful.
 - b. Characteristics of various Kingdoms, the organisms found in each and their impacts on ecological systems and human health.

- c. Explore which organisms that are necessary to maintain earth as a "living planet".
- d. The role humans play in stewardship and self-preservation in the biosphere.
3. Origin and diversity of the plant kingdom.
 - a. The evolutionary trends in plant diversity.
 - b. The relationship of plant form and function to the tissues and organs they possess and to the environment that they live in.
 - c. The significance of the co-evolution of plants and their pollinators.
4. Plants and productivity.
 - a. The function of photosynthesis to the formation of energy, biological monomers and the relationships between autotrophs and heterotrophs.
 - b. The processes of photosynthesis and the factors necessary for energy production during photosynthesis.
 - c. The effects of varying CO2 levels on productivity, plant growth and soil fertility.
 - d. The concepts of water and nutrient flow through the plant.
 - e. The factors that determine plant distribution and ecosystem stability.
5. Reproduction and nutrition of plants.
 - a. The life cycles of plants and how they influence reproduction in various plant taxa.
 - b. The formation and dispersal of spores and seed in the development of new plants.
 - c. The nutrient requirements of plants, the acquisition of essential nutrients and effects of nutrient deficiencies.
 - d. The concepts of the formation and composition of soil and its nutrient availability to plants.
 - e. The vitality of soils in various ecosystems and the factors that effect nutrient availability in these ecosystems.
 - f. The effects that humans have on soil vitality and productivity under various management scenarios.
6. How plants sense and respond to changes in their environment during growth.
 - a. The sensory, mechanical and chemical pathways that plants use to respond to environmental stimuli.
 - b. Plant hormones, their transport and effects on growth.
 - c. How plant hormones or their synthetic counterparts are used in agriculture to control plant growth and reproduction for the benefit of humans.
7. Species interactions and plant defenses.
 - a. Symbiotic relationships that exist between organisms and the adaptations that are exhibited in each.
 - b. How plants defend themselves against disease and herbivory.
 - c. The metabolic byproducts of plant defenses are used by humans in medicine and recreation.
8. Interactions in communities, ecosystems and biomes.
 - a. Composition of communities, ecosystems and biomes and the factors that affect their make-up.
 - b. Habitats and niches; why no two organisms can occupy the same niche.
 - c. Natural and human-caused disturbances of ecosystems and how communities and ecosystems respond to these through succession.
 - d. Interactions of biotic and abiotic factors in ecosystems.
 - e. Biogeochemical cycles to life and the impacts that biodiversity and human activities have on them.
 - f. Biogeography of species and the impact that alien or exotic species have on biodiversity and the efficiency of the ecosystem.
 - g. Relationship of ocean and air currents to the formation of climate and weather patterns.
 - h. Temperature and precipitation to productivity, biodiversity and biome distribution.
9. Biodiversity, conservation and extinction.
 - a. Factors that affect extinction and extinction rate, including human activity.
 - b. Benefits humans receive from and the biological value of biodiversity.
 - c. Conservation and how conservation priorities are set for species and for habitats, including umbrella and keystone species.
 - d. Reasons humans are presently unable to repair or replicate the natural environment and the stumbling blocks we encounter during restoration efforts.
10. Human population for a country, its dynamics and demography as well as the ecosystems and biodiversity found in the country and the impact that the human population has on these.
11. Design and conduct a long-term experiment, write a major laboratory report and give a presentation of the lab and its 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 | No |

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

BI213

How does it transfer? (Check all that apply)

required or support for major

:

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

✓ Correspondence with receiving institution (mail, fax, email, etc.)

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

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 - 134

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: Correctional Institutions

Course Description:

Analyzes prisons, jails and other correctional institutions. Discusses punishment history and rationale. Identifies the functions of the custodial staff and describes institutional procedures: reception, classification, program assignment and release. Studies prison management systems and examines juvenile facilities.

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): AAS Criminal Justice, Corrections option

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Winter**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. relate different punishment philosophies to corrections practices,
2. associate facility architecture with institutional history and function,
3. recognize the effects of incarceration upon different categories of offenders,
4. describe intake, programming, classification, and release processes;
5. describe everyday life inside correctional facilities,
6. identify causes of disturbances within facilities.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. History, methods, and philosophy of punishment in corrections.
2. Physical characteristics of facilities.
3. Administration/personnel of prisons, jails, and detention facilities.
4. Inmate classification and programming.
5. Inmate characteristics and institutional life.
6. Institutional disturbances.

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)**
- WOU (Western Oregon University)**

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

How does it transfer? (Check all that apply)

- required or support for major**

:

First term to be offered:

Specify term: Winter, 2019

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Communication Studies

Submitter

First Name: Kerrie
Last Name: Hughes
Phone: 3155
Email: kerrieh

Course Prefix and Number: COMM - 112

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: Persuasive Speaking

Course Description:

Study and practice of persuasive speaking, audience analysis, reasoning, and the basic theories of persuasion.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Arts and Letters

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: COMM-111 or Student Petition

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

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. demonstrate the ability to research and analyze a variety of current problems and issues and reason with that evidence to reach an effective and ethical conclusion or outcome; (AL1) (AL2)
 2. build a relationship by constructing persuasive messages about current event topics to target a given audience based on demographics, values, beliefs, and attitudes; (AL1) (AL2)
 3. construct and manage persuasive arguments about local and global issues through rhetorical strategies, Aristotle's burdens of proof, logical proofs, and common fallacies. (AL1) (AL2)
-

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

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

SP: Speech/Oral Communication Outcomes

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

- | | |
|----------------------------------|-------------------------------|
| ✓ General Examination | ✓ Projects |
| ✓ Presentations | ✓ Writing Assignments |
| ✓ Thesis/Research Project | ✓ Multiple Choice Test |
| ✓ Criteria | |
| ✓ Rubrics | |
| ✓ Performances/Simulation | ✓ Pre-Post Assessment |
| : | |

Major Topic Outline:

1. The communication process.
2. Listening.
3. Inductive reasoning.
4. Deductive reasoning.
5. Aristotle's burdens of proof (ethos, pathos, logos).
6. Attitudes.
7. Beliefs.
8. Values.
9. Persuasive organizational patterns
10. Fallacies of logic.
11. Logical proofs.
12. Research and use of credible library and/or internet sources.
13. Public speaking performance and practice.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

Comm-114 Persuasion and Argumentation--meets general ed requirements at OSU also required for communication majors. Comm-112 Persuasive speaking counts toward the communication major and minor at PSU. Counts as Arts and Letters group at U of O.

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.

Verified on colleges' website information about transferability.

First term to be offered:

Specify term: **Spring 2019**

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Business & Computer Science: Computer Science

Submitter

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

Course Prefix and Number: CS - 090

Credits: 2

Contact hours

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

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

Course Title: Fundamental Computer Skills I

Course Description:

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

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: basic typing skills

Requirements:

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

No

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

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

This course does not include assessable General Education outcomes.

Major Topic Outline:

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

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

- | | |
|--------------------------------------|-----------|
| 1. Increased energy efficiency | 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

Section #1 General Course Information

Department: Business & Computer Science: Computer Science

Submitter

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

Course Prefix and Number: CS - 091

Credits: 2

Contact hours

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

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

Course Title: Fundamental Computer Skills II

Course Description:

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

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: CS-090 or placement in CS-091

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

No

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

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

This course does not include assessable General Education outcomes.

Major Topic Outline:

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

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

3. Windows Explorer.

a. Navigating through drives and folders to find files.

b. Creating folders and copying files to the folders.

c. Starting Applications.

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

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

- | | |
|--------------------------------------|-----------|
| 1. Increased energy efficiency | 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

Section #1 General Course Information

Department: Social Science

Submitter

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

Course Prefix and Number: EC - 201

Credits: 4

Contact hours

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

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

Course Title: Principles of Economics: MICRO

Course Description:

Focuses on micro-economic theory dealing with the behavior of individuals and profit-maximizing firms in market structures with varying degrees of completion. Coverage includes price theory, international trade, consumer behavior, the theory of the firm, and the potential role of government in affecting market outcomes.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Social Science

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: MTH-020 or placement in MTH-098. Prerequisite or Corequisite: WRD-098 or placement in WR-121

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

No

Are there corequisites to this course?

No

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

Yes

Recommendations: Sequence of EC-201 and EC-202 taken in order

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. demonstrate understanding of basic vocabulary and mechanics of microeconomics; (SS1) (SS2)
 2. evaluate impact of different factors on consumer and producer decisions; (SS1) (SS2)
 3. perform equilibrium analysis within markets; (SS1) (SS2)
 4. integrate microeconomic analysis to issues of trade between individuals, groups and geographic regions; (SS1) (SS2)
 5. apply the concepts of microeconomics to improve their personal financial decisions and to interact with fellow citizens regarding public expenditure and revenue issues; (SS1) (SS2)
 6. analyze economic social phenomena by evaluating information, evidence, argument and/or theory to draw logical conclusions or implications. (SS1)
-

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

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

SP: Speech/Oral Communication Outcomes

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:**✓ General Examination**✓ **Writing Assignments**✓ **Multiple Choice Test**✓ **Standardized Testing**

:

Major Topic Outline:

1. Supply and demand.
2. Production costs and output decisions.
3. Monopolies and anti-trust legislation.
4. Factor markets.
5. Labor unions.
6. Taxes.
7. International trade.

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

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

How does it transfer? (Check all that apply)

- general education or distribution requirement
- general elective
- :

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

- Other. Please explain.

Used General Education Search links for all State universities in Oregon

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

Section #1 General Course Information

Department: Social Science

Submitter

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

Course Prefix and Number: EC - 202

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: Principles of Economics: MACRO

Course Description:

Introduction to economic theory, policy, and institutions. Focuses on macro-economic theory, scarcity, production, money, unemployment, inflation, and international finance.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Social Science

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: MTH-020 or placement in MTH-050 or MTH-060. Prerequisite or Corequisite: WRD-098 or placement in WR-121

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

No

Are there corequisites to this course?

No

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

Yes

Recommendations: Sequence of EC-201 and EC-202 taken in order

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. demonstrate comprehension of basic concepts of Keynesian, Monetarism and other theories; (SS1) (SS2)
 2. evaluate impact of different factors on consumer and producer decisions; (SS1) (SS2)
 3. perform macroeconomic analysis using AD and AS to determine impact of fiscal and monetary policy initiatives designed to rectify undesirable macro outcomes; (SS1) (SS2)
 4. apply macroeconomic analysis to the impacts of domestic changes in the macroeconomy on their personal financial decisions as well as public financial issues; (SS1) (SS2)
 5. analyze economic social phenomena by evaluating information, evidence, argument and/or theory to draw logical conclusions or implications. (SS1)
-

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

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

SP: Speech/Oral Communication Outcomes

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

MA: Mathematics Outcomes:

- S** 1. Use appropriate mathematics to solve problems.
- S** 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.

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

✓ **General Examination**

✓ **Writing Assignments**

✓ **Multiple Choice Test**

✓ **Standardized Testing**

:

Major Topic Outline:

1. Supply and demand.
2. Production costs and output decisions.
3. Monopolies and anti-trust legislation.
4. Factor markets.
5. Labor unions.
6. Taxes.
7. International trade.

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

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

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

How does it transfer? (Check all that apply)

- general education or distribution requirement
- general elective

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

- Other. Please explain.

Used General Education Search links for all State universities in Oregon

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

Section #1 General Course Information

Department: Skills Development

Submitter

First Name: Brenda
Last Name: Marks
Phone: 3205
Email: bmarks

Course Prefix and Number: EL - 103

Credits: 1

Contact hours

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

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

Course Title: Taking Effective Notes

Course Description:

Designed to help students develop effective note-taking skills. Several note-taking systems are introduced and practiced.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: WRD-080 or placement in WRD-090

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Not every term

Is this course equivalent to another?

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

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. write effective notes from a lecture;
2. write effective notes based on text passages;
3. apply Cornell note taking strategy;
4. apply other note taking strategies that are appropriate to the assignment;
5. use notes to study for test situations.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Establish goals for note taking
2. Taking notes from a lecture
3. Taking notes from text passages
4. Cornell note taking system
5. Other note taking systems
6. Using notes to study for tests

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)

general elective

:

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

Section #1 General Course Information

Department: English

Submitter

First Name: David
Last Name: Mount
Phone: 3265
Email: davidmo

Course Prefix and Number: ENG - 106

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 Literature: Poetry

Course Description:

An introduction to multicultural poetry in English and translation. Explores the elements of poetry and examines the historical, social, and cultural significance of various poems. Students engage in literary analysis, use literary terminology, and develop both personal and analytical responses to poetry.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Arts and Letters

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: WRD-098 or placement in WR-121

Requirements:

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F Only

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. creatively connect poetry to their own lives, (AL1)
 2. apply literary terminology to poems, (AL 1)
 3. interpret poems based on careful reading and analysis, as well as some basic research. (AL 1) (AL 2)
 4. analyze poems in terms of themes--connections to larger ideas and cultural issues, (AL 2)
 5. identify and analyze similarities and differences between poems, as well as between poetry and other artistic genres; (AL 2)
 6. create insightful responses to poetry, in both informal discussions and formal presentations; (AL 1)
-

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

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

SP: Speech/Oral Communication Outcomes

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

- ✓ **General Examination**
- ✓ **Projects**
- ✓ **Presentations**
- ✓ **Writing Assignments**
- ✓ **Rubrics**
- ✓ **Journal Writing**

:

Major Topic Outline:

1. How to read a poem.
2. How to connect poetry to one's own life.
3. Readings in a diverse range of poetry--old and new, English and in translation.
4. Elements and vocabulary of poetic analysis: imagery, figurative language, symbol, rhythm and meter, sound, irony, etc.
5. Verse forms and genres: sonnet, ballad, lyric, etc.
6. Theme: connecting poems to larger issues and the human condition.
7. How to discuss poetry productively in a group.
8. Developing an interpretation and using evidence (quotations).
9. Poetry and the world: history, philosophy, and culture.
10. Drawing on the experts: navigating and using the scholarly and critical literature of poetry.
11. Presenting interpretations of poetry through informal presentations and in polished writing.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

How does it transfer? (Check all that apply)

general education or distribution requirement

general elective

:

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

Other. Please explain.

Fulfills AAOT requirements

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

Section #1 General Course Information

Department: English

Submitter

First Name: **Jeff**
Last Name: **McAlpine**
Phone: **3263**
Email: **jeffmc**

Course Prefix and Number: ENG - 107

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: **World Literature: Ancient through Classical Times**

Course Description:

Literature of the ancient through classical worlds: epic, lyric, and dramatic literature. Through class discussion, research, and written work, students practice close reading and literary interpretation, explore the readings' contemporary relevance, relate the readings to their own lives and the world, and engage in academic conversations about the literature.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Arts and Letters

Cultural Literacy

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: WRD-098 or placement in WR-121

Requirements:

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

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. examine literary works in the context of the historical events and values that influenced them, and analyze the relationship between the two; (AL2)
 2. investigate the development of literary tradition from one culture and time period to another; (AL 2) (CL 1)
 3. apply close reading to analyze various works of literature within a tradition; (AL 1) (AL 2)
 4. apply ideas and lessons from world literature to their own lives and times. (AL 1)
-

**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.
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- 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

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

✓ **General Examination**

✓ **Presentations**

✓ **Criteria**

✓ **Rubrics**

✓ **Performances/Simulation**

:

✓ **Writing Assignments**

Major Topic Outline:

1. Read representative Babylonian, Egyptian, Hebrew, Chinese, Indian, Greek, and Roman literature from ancient times until approximately 0 CE.
2. Engage in close reading of the literature.
3. Examine these works in their historical context, using both historical events and values as a basis for examination.
4. Note similarities and differences among and within cultures.
5. Introduce critical theories and issues of power, difference, and discrimination.
6. Introduce methods and processes for synthesizing ideas into formal presentations.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

Eng 107

How does it transfer? (Check all that apply)

- general education or distribution requirement
- general elective
- :

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

- Correspondence with receiving institution (mail, fax, email, etc.)

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

Section #1 General Course Information

Department: English

Submitter

First Name: **Jeff**
Last Name: **McAlpine**
Phone: **3263**
Email: **jeffmc**

Course Prefix and Number: ENG - 108

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: **World Literature: Early Middle Ages through the 18th Century**

Course Description:

Literature of the Early Middle Ages through the 18th Century, in a variety of genres. Through class discussion, research, and written work, students practice close reading and literary interpretation, explore the readings' contemporary relevance, relate the readings to their own lives and the world, and engage in academic conversations about the literature.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Arts and Letters

Cultural Literacy

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: WRD-098 or placement in WR-121

Requirements:

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **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. examine literary works in the context of the historical events and values that influenced them, and analyze the relationship between the two; (AL2)
 2. investigate the development of literary tradition from one culture and time period to another; (AL 2) (CL 1)
 3. apply close reading to analyze various works of literature within a tradition; (AL 1) (AL 2)
 4. apply ideas and lessons from world literature to their own lives and times. (AL 1)
-

AAOT/ASOT GENERAL EDUCATION OUTCOMES
COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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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

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

- ✓ General Examination
 - ✓ Presentations
 - ✓ Criteria
 - ✓ Rubrics
 - ✓ Performances/Simulation
- :

- ✓ Projects
- ✓ Writing Assignments

Major Topic Outline:

1. Read representative European, Middle Eastern, Chinese, Japanese, Indian, Mayan, and Aztec literature from approximately 0 CE through the late 18th century.
2. Engage in close reading of the literature.
3. Examine these works in their historical context, using both historical events and values as a basis for examination.
4. Note similarities and differences among and within cultures.
5. Introduce critical theories and issues of power, difference, and discrimination.
6. Introduce methods and processes for synthesizing ideas into formal presentations.

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

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

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

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

Eng 108

How does it transfer? (Check all that apply)

- general education or distribution requirement
- general elective

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

- Correspondence with receiving institution (mail, fax, email, etc.)

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

Section #1 General Course Information

Department: English

Submitter

First Name: **Jeff**
Last Name: **McAlpine**
Phone: **3263**
Email: **jeffmc**

Course Prefix and Number: ENG - 109

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: **World Literature: the 19th through 21st Centuries**

Course Description:

Literature of the 19th through 21st centuries, in a variety of genres. Through class discussion, research, and written work, students practice close reading and literary interpretation, explore the readings' contemporary relevance, relate the readings to their own lives and the world, and engage in academic conversations about the literature.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Arts and Letters

Cultural Literacy

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: WRD-098 or placement in WR-121

Requirements:

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **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. examine literary works in the context of the historical events and values that influenced them, and analyze the relationship between the two; (AL2)
 2. investigate the development of literary tradition from one culture and time period to another; (AL 2) (CL 1)
 3. apply close reading to analyze various works of literature within a tradition; (AL 1) (AL 2)
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-

AAOT/ASOT GENERAL EDUCATION OUTCOMES
COURSE OUTLINE MAPPING CHART

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- P**
1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
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1. Engage in ethical communication processes that accomplish goals.
2. Respond to the needs of diverse audiences and contexts.
3. Build and manage relationships.

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

AL: Arts and Letters Outcomes

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

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

- ✓ General Examination
 - ✓ Presentations
 - ✓ Criteria
 - ✓ Rubrics
 - ✓ Performances/Simulation
- :

- ✓ Projects
- ✓ Writing Assignments

Major Topic Outline:

1. Read representative European, Middle Eastern, African, and Asian literature and literature of all the Americas, ranging from the late 18th century to the present.
2. Engage in close reading of the literature.
3. Examine these works in their historical context, using both historical events and values as a basis for examination.
4. Note similarities and differences among and within cultures.
5. Introduce critical theories and issues of power, difference, and discrimination.
6. Introduce methods and processes for synthesizing ideas into formal presentations.

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

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

Eng 109

How does it transfer? (Check all that apply)

- general education or distribution requirement
- general elective
- :

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

- Correspondence with receiving institution (mail, fax, email, etc.)

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

Section #1 General Course Information

Department: English

Submitter

First Name: **Ryan**
Last Name: **Davis**
Phone: **3258**
Email: **ryand**

Course Prefix and Number: ENG - 116

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 Literature: Comics

Course Description:

Examines the intrinsic literary and artistic qualities of comics, as well as their connections to classic literature, and the literature and other art they have inspired.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Arts and Letters

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: WRD-098 or placement in WR-121

Requirements:

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: 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. Identify and analyze the essential developments in multiple genres of comics (AL 1);
2. Summarize and assess the historical context of comics (AL 1) (AL 2);
3. Analyze the form and content of comics using relevant technical and critical vocabulary (AL 1) (AL 2);
4. Relate the content, form, and themes of comics to modern events, other media, and their own lives (AL 1) (AL 2);
5. Evaluate the historical significance and/or artistic merit of comics, supported by textual evidence (AL 1) (AL 2);
6. Construct and defend interpretations of comics based on class discussion and independent literary research (AL 1) (AL 2);
7. Experiment with serialized narrative by turning stories and personal experiences into comics (AL1, AL2).

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

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

SP: Speech/Oral Communication Outcomes

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

- ✓ **Presentations**
- ✓ **Thesis/Research Project**
- ✓ **Criteria**
- ✓ **Rubrics**
- ✓ **Projects**
- ✓ **Writing Assignments**

:

Major Topic Outline:

1. What is a comic? Definitions.
2. Pre-history: serial narrative art.
3. History of the modern comic.
4. Comics, philosophy, and psychology: how to interpret comics. Traditional tools of literary and artistic analysis.
5. Comics criticism: researching critical writing on the comics using the Internet, writing an academic essay.
6. Thinking in pictures: how to create a storyboard.
7. Other types of art inspired by comics: Roy Lichtenstein and beyond.

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

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

PSU (Portland State University)

OSU (Oregon State University) **UO (University of Oregon)**

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)

Correspondence with receiving institution (mail, fax, email, etc.)

Other. Please explain.

A.S. transfer agreement

First term to be offered:

Specify term: **Winter 2020**

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: English

Submitter

First Name: David
Last Name: Mount
Phone: 3265
Email: davidmo

Course Prefix and Number: ENG - 121

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: Mystery Fiction

Course Description:

An introduction to detective/mystery fiction. Students will read, discuss, and analyze short stories by writers such as Edgar Allan Poe, Agatha Christie, and Walter Mosley.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Arts and Letters

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: WRD-098 or placement in WR-121

Requirements:

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F Only

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. connect mystery fiction to their own lives as well as to larger events and issues, (AL1) (AL2)
 2. analyze the development of the mystery genre with reference to a few of its significant texts and authors, (AL1)
 3. apply literary terminology to mystery fiction, (AL1)
 4. evaluate mystery fiction texts with some awareness of areas such as style, historical context, and political implications, (AL1) (AL2)
 5. articulate their ideas about mystery fiction in informal discussions, as well as create a more polished presentation, (AL1) (AL2)
-

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

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

SP: Speech/Oral Communication Outcomes

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

- ✓ **General Examination**
- ✓ **Projects**
- ✓ **Presentations**
- ✓ **Writing Assignments**
- ✓ **Rubrics**
- ✓ **Journal Writing**

:

Major Topic Outline:

- 1. Origins and development of mystery fiction.
- 2. Literary terminology and reading strategies.
- 3. How to do basic literary research.
- 4. Literary devices, tropes, and techniques in mystery fiction.
- 5. Major contributions to the mystery genre.
- 6. Literary analysis of representative works.
- 7. Presenting literary analysis in papers and presentations.
- 8. Mystery fiction and its connection to everyday life.
- 9. Mystery fiction and its connection to other genres, media, and world events.

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)

UO (University of Oregon)

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

How does it transfer? (Check all that apply)

general education or distribution requirement

general elective

:

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

Correspondence with receiving institution (mail, fax, email, etc.)

Other. Please explain.

A.S. transfer agreement

First term to be offered:

Specify term: Fall 2020

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: English

Submitter

First Name: **James**
Last Name: **Bryant-Trerise**
Phone: **3255**
Email: **jamesb**

Course Prefix and Number: ENG - 201

Credits: 4

Contact hours

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

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

Course Title: Shakespeare

Course Description:

Selected comedies, histories, tragedies, romances, and poetry. Students focus on reading and discussion, literary interpretation, and relating Shakespeare's work to their lives and the world. Works from ENG-201 will not be repeated in CCC's other Shakespeare course, ENG-202.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Arts and Letters

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: WRD-098 or placement in WR-121

Requirements:

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Fall**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. Identify and analyze the essential developments in genres of Shakespeare's comedies, tragedies, histories, and romances; (AL 1)
 2. Analyze the content, form, and themes of Shakespeare's work, using relevant technical and critical vocabulary; (AL 1)
 3. Relate the content, form, and themes of Shakespeare's work to modern events, other media, and their own lives; (AL 1, AL2)
 4. Evaluate the historical significance and/or artistic merit of Shakespeare's work, supported by textual evidence; (AL 1)
 5. Construct and defend interpretations of Shakespeare's work based on class discussion and independent literary research. (AL 1)
-

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

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

- ✓ **General Examination**
 - ✓ **Presentations**
 - ✓ **Criteria**
 - ✓ **Rubrics**
 - ✓ **Performances/Simulation**
 - :
- ✓ **Projects**
 - ✓ **Writing Assignments**
 - ✓ **Portfolios**

Major Topic Outline:

The major topics are the same for ENG-201 and ENG-202 but are based on different readings, specified below. Readings vary among instructors, but **generally** each quarter covers five texts, chosen from the major comedies, histories, tragedies, and romances, as well as some sonnets.

1. Shakespeare's life and times in relation to his works.
2. Continuing influence of Shakespeare in modern culture.
3. Process of literary "canon formation" who decides what become famous and "great".
4. Progress of Shakespeare's dramatic art; formal distinctions between his comedies, tragedies, histories, and romances.
5. Interpretation and "criticism" Shakespeare among professional literary scholars.
6. Responding to and evaluating staged productions of Shakespeare's plays.
7. Problems of reading Renaissance English, both silently and aloud.
8. Tracing of verbal patterns and explication of figurative language within the plays.
9. Development and presentation of insights about literary texts.
10. Connections between the plays and both modern times and students' lives.

Instructors teaching 201 shall choose from among the following plays:

- The Comedy of Errors
- Two Gentlemen of Verona
- Twelfth Night
- A Midsummer Night's Dream
- The Taming of the Shrew
- Measure for Measure
- The Merry Wives of Windsor
- The First Part of Henry VI
- The Second Part of Henry VI
- The Third Part of Henry VI
- Richard III
- Romeo and Juliet
- Richard II
- Macbeth
- Othello
- Timon of Athens
- Pericles
- The Tempest
- Selection of poems

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

- EOU (Eastern Oregon University)** **PSU (Portland State University)**
- OSU (Oregon State University)** **UO (University of Oregon)**

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

ENG 201 at OSU--Baccalaureate Core Course
ENG201 at PSU
ENG207 at UO
ENG201 at EOU (General Ed Core)

How does it transfer? (Check all that apply)

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

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

- Other. Please explain.**

catalog search

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

Section #1 General Course Information

Department: English

Submitter

First Name: **James**
Last Name: **Bryant-Trerise**
Phone: **3255**
Email: **jamesb**

Course Prefix and Number: ENG - 202

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: Shakespeare

Course Description:

Selected comedies, histories, tragedies, romances, and poetry. Students focus on reading and discussion, literary interpretation, and relating Shakespeare's work to their lives and the world. Study of significant plays and sonnets. Works from ENG-202 will not be repeated in CCC's other Shakespeare course, ENG-201.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Arts and Letters

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: WRD-098 or placement in WR-121

Requirements:

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Winter**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. Identify and analyze the essential developments in genres of Shakespeare's comedies, tragedies, histories, and romances; (AL 1)
 2. Analyze the content, form, and themes of Shakespeare's work, using relevant technical and critical vocabulary; (AL 1)
 3. Relate the content, form, and themes of Shakespeare's work to modern events, other media, and their own lives; (AL 1, AL2)
 4. Evaluate the historical significance and/or artistic merit of Shakespeare's work, supported by textual evidence; (AL 1)
 5. Construct and defend interpretations of Shakespeare's work based on class discussion and independent literary research. (AL 1)
-

AAOT/ASOT GENERAL EDUCATION OUTCOMES
COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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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

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

- S** 1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.
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1. Apply analytical skills to social phenomena in order to understand human behavior.
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1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
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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:

- | | |
|----------------------------------|------------------------------|
| ✓ General Examination | ✓ Projects |
| ✓ Presentations | ✓ Writing Assignments |
| ✓ Criteria | ✓ Portfolios |
| ✓ Rubrics | |
| ✓ Performances/Simulation | |
| : | |

Major Topic Outline:

The major topics are the same for ENG-202 and ENG-201 but are based on different readings. Readings vary among instructors, but **generally** each quarter covers five texts, chosen from the major comedies, histories, tragedies, and romances, as well as some sonnets.

1. Shakespeare's life and times in relation to his works.
2. Continuing influence of Shakespeare in modern culture.
3. Process of literary "canon formation": who decides what becomes famous and "great".
4. Progress of Shakespeare's dramatic art; formal distinctions between his comedies, tragedies, histories, and romances.
5. Interpretation and "criticism" Shakespeare among professional literary scholars.
6. Responding to and evaluating staged productions of Shakespeare's plays.
7. Problems of reading Renaissance English, both silently and aloud.
8. Tracing of verbal patterns and explication of figurative language within the plays.
9. Development and presentation of insights about literary texts.
10. Connections between the plays and both modern times and students' lives.

Instructors teaching 202 shall choose from among the following plays:

- Much Ado About Nothing
- As You Like It
- Love's Labour's Lost
- All's Well That Ends Well
- The Merchant of Venice
- The First Part of Henry iv
- The Second Part of Henry iv
- Henry V
- Troilus and Cressida
- Hamlet
- King Lear
- Antony and Cleopatra
- Coriolanus
- Cymbeline
- The Winter's Tale
- Titus Andronicus
- Selection of poems

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

- EOU (Eastern Oregon University)** **PSU (Portland State University)**
 OSU (Oregon State University) **UO (University of Oregon)**

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

ENG 202 at OSU--Baccalaureate Core Course
ENG201 at PSU
ENG208 at UO
ENG201 at EOU (General Ed Core)

How does it transfer? (Check all that apply)

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

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

Other. Please explain.

catalog search

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

Section #1 General Course Information

Department: English

Submitter

First Name: Taylor
Last Name: Donnelly
Phone: 6159
Email: tdonnelly

Course Prefix and Number: ENG - 204

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: British Literature: Ancient to Enlightenment

Course Description:

Representative study of British literature, including major works, writers, and literary forms, from its beginnings through the eighteenth century. Readings from the Anglo-Saxon, Middle English, Renaissance, Restoration, and Enlightenment periods.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Arts and Letters

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: WRD-098 or placement in WR-121

Requirements:

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Fall

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. Identify and analyze the essential developments of the language from Old to Middle to Early Modern English and demonstrate comprehension of older forms of English (AL 1);
 2. Identify and analyze the essential developments in genres of British poetry, drama, and prose from ca. 750 CE to 1800 (AL 1);
 3. Summarize and assess the historical context of British literary works (AL 1) (AL 2);
 4. Analyze the form and content of British literary works using relevant technical and critical vocabulary (AL 1) (AL 2);
 5. Relate the content, form, and themes of British literary works to modern events, other media, and their own lives (AL 1) (AL 2);
 6. Evaluate the historical significance and/or artistic merit of British literary works, supported by textual evidence (AL 1) (AL 2);
 7. Construct and defend interpretations of British literature based on class discussion and independent literary research (AL 1) (AL 2).
-

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

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

- ✓ Presentations
- ✓ Criteria
- ✓ Rubrics
- ✓ Projects
- ✓ Writing Assignments
- ✓ Multiple Choice Test

:

Major Topic Outline:

1. The evolution of English, and how to approach the challenges of translation and archaic language
 - a. Old English, origins and sounds
 - b. Middle English, evolution
 - c. Early Modern English
2. English history as it is relevant to and reflected in the course texts
 - a. Medieval history and literature
 - b. Renaissance history and literature followed by the Interregnum
 - c. Restoration history and literature
 - d. Eighteenth-century or Enlightenment history and literature
3. The conventions and vocabulary associated with different genres of British literature
4. Writing about literature and engaging in literary research
5. Evaluations and connections: how the literature of the past informs the present, how works of art relate to each other, and how literary scholars use textual evidence and

critical lenses to evaluate works of art

6. Considering "the canon": who decides what the great works are? Who defines "British Literature"?

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

How does it transfer? (Check all that apply)

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

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

- Correspondence with receiving institution (mail, fax, email, etc.)
- Other. Please explain.

A.S. Transfer Degree

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

Section #1 General Course Information

Department: English

Submitter

First Name: **Taylor**
Last Name: **Donnelly**
Phone: **6159**
Email: **tdonnelly**

Course Prefix and Number: ENG - 205

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: **British Literature: Romantic to Contemporary**

Course Description:

Representative study of British literature, including major works, writers, and literary forms. Nineteenth century through modern, with readings from the Romantic, Victorian, and modern periods.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Arts and Letters

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: WRD-098 or placement in WR-121

Requirements:

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Winter

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. Identify and analyze the essential developments in genres of British poetry, fiction, drama, and prose from 1800 to present day (AL 1);
2. Summarize and assess the historical context of British literary works (AL 1) (AL 2);
3. Analyze the form and content of British literary works using relevant technical and critical vocabulary (AL 1) (AL 2);
4. Relate the content, form, and themes of British literary works to modern events, other media, and their own lives (AL 1) (AL 2);
5. Evaluate the historical significance and/or artistic merit of British literary works, supported by textual evidence (AL 1) (AL 2);
6. Construct and defend interpretations of British literature based on class discussion and independent literary research (AL 1) (AL 2).

AAOT/ASOT GENERAL EDUCATION OUTCOMES
COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

SP: Speech/Oral Communication Outcomes

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

- ✓ Presentations
- ✓ Projects
- ✓ Writing Assignments
- ✓ Criteria
- ✓ Rubrics

:

Major Topic Outline:

1. The evolution of English, and how to approach the shifts between Early (earlier) Modern English and our contemporary usage
2. English history as it is relevant to and reflected in the course texts
 - a. Romantic-era history and literature
 - b. Victorian-era history and literature
 - c. Early twentieth century / Modernism history and literature
 - d. Late twentieth century to present / Postmodern / Contemporary history and literature
3. The conventions and vocabulary associated with different genres of British literature
4. Writing about literature and engaging in literary research
5. Evaluations and connections: how the literature of the past informs the present, how works of art relate to each other, and how literary scholars use textual evidence and critical lenses to evaluate works of art
6. Considering "the canon": who decides what the great works are? Who defines "British Literature"?

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

How does it transfer? (Check all that apply)

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

:

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

- Correspondence with receiving institution (mail, fax, email, etc.)
- Other. Please explain.

A.S. Transfer Degree

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

Section #1 General Course Information

Department: English

Submitter

First Name: **Carol**
Last Name: **Burnell**
Phone: **3256**
Email: **carolb**

Course Prefix and Number: ENG - 226

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: Popular Literature

Course Description:

Focuses on genre work within prose, film, comics and/or videogames that is specific in theme and targeted towards a more mass audience than traditional literary work. Genres might include but not necessarily be limited to horror, fantasy, science fiction, romance, and/or westerns. May be repeated for up to 8 credits.

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? 8

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Arts and Letters

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: WRD-098 or placement in WR-121

Requirements:

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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**

✓ **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. interpret, analyze, and make/defend value judgments based on their knowledge of the fundamentals/history of the chosen genre/medium; (AL 1, AL 2)
2. practice literary criticism based on close readings of course texts, including but not limited to literary elements such as plot, point of view, dialogue, and symbolism in a given work; (AL 1, AL 2)
3. write well-organized and mechanically acceptable papers in which they exhibit an understanding of the basic terminology of literary analysis; (AL 1) (AL 2)
4. construct and defend interpretations of assigned texts based on class discussion and independent literary research; (AL 1, AL 2)
5. relate the content, form, and themes of literary works to global and local issues, modern events, other media, and their own lives; (AL 2)

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

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

- ✓ Presentations
- ✓ Projects
- ✓ Writing Assignments
- ✓ Criteria
- ✓ Rubrics

:

Major Topic Outline:

1. What is popular literature? What is the specific genre under study in this course? Definitions.
2. History and development of the genre within popular/mass culture.
3. Traditional tools of literary and artistic analysis.
4. Researching critical and academic writing on the genre, writing an academic essay.
5. Adaptation/Translation: how the same genre is interpreted through different media.

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

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

5. Supports green services **No**

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

All OUS schools that offer an English will accept 200 level literature courses per the major transfer map agreement

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)

- ✓ Correspondence with receiving institution (mail, fax, email, etc.)
- ✓ Other. Please explain.

Major transfer map; articulation agreement with PSU; transfer agreements with UO and OSU

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

Section #1 General Course Information

Department: English

Submitter

First Name: James
Last Name: Bryant-Trerise
Phone: 3255
Email: jamesb

Course Prefix and Number: ENG - 240

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 American Mythology

Course Description:

Explores Native American mythology and its cultural, social, and literary significance; views Native American mythology in its historical and geographic positions and in the larger context of world literary tradition; considers how studying myth affects and influences reading other works; introduces theoretical approaches to mythology and basic literary elements and terminology.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ **Arts and Letters**

✓ **Cultural Literacy**

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: WRD-098 or placement in WR-121

Requirements:

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Not every 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. demonstrate a perception of Native American mythology as a phenomenon of literary, cultural, aesthetic, political, and religious importance via their writing, discussion, and exams; (AL1) (AL2) (CL1)
 2. explain the geographic and literary origins of Native American mythology in writing and discussions, (AL1) (AL2) (CL1)
 3. identify and analyze, using writing and discussion, similarities and differences among Native American myths themselves and works of literature in other genres, as well as other works of art, forms of communication, and personal experience; (AL1) (AL2) (CL1)
 4. habituate themselves to the practice of active learning and collegial collaboration as the path to intellectual discovery, using skills such as note taking, research, discussion, presentation, questioning, and listening; (AL2)
 5. use and apply in both writing and discussion basic literary and mythological terminology and theory, (AL1)
 6. analyze a myth based on careful reading and analysis of its components and defend that interpretation in writing with evidence from both the text and traditional research strategies, (AL1)
 7. construct and defend interpretations of Native American myth using class discussion and independent literary research. (AL1)
-

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

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

CL: Cultural Literacy Outcome

- 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**
- ✓ **Presentations**
- ✓ **Criteria**
- ✓ **Rubrics**

:

Major Topic Outline:

1. History of Native American mythic literature.
2. The major theoretical approaches to myth.
3. Effect of European encounter on Native American folklore.
4. The great myths: universal v. unique.
5. Mythologies of specific tribes.

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

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

5. Supports green services **No**

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

How does it transfer? (Check all that apply)

- general education or distribution requirement
- general elective
- :

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

- Correspondence with receiving institution (mail, fax, email, etc.)
- Other. Please explain.

A.S. Transfer Degree 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

Section #1 General Course Information

Department: English

Submitter

First Name: **Taylor**
Last Name: **Donnelly**
Phone: **6159**
Email: **tdonnelly**

Course Prefix and Number: ENG - 253

Credits: 4

Contact hours

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

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

Course Title: **American Literature: Pre-Columbian to Civil War**

Course Description:

Representative readings from pre-European contact to 1865. Surveys the development of American poetry, fiction, drama, and prose through the study of the works of both major and lesser known writers.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Arts and Letters

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: WRD-098 or placement in WR-121

Requirements:

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Winter

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. Identify and analyze the essential developments in genres of American poetry, fiction, drama, and prose from the pre-Colonial era to 1865 (AL 1);
2. Summarize and assess the historical context of American literary works (AL 1) (AL 2);
3. Analyze the form and content of American literary works using relevant technical and critical vocabulary (AL 1) (AL 2);
4. Relate the content, form, and themes of American literary works to modern events, other media, and their own lives (AL 1) (AL 2);
5. Evaluate the historical significance and/or artistic merit of literary works, supported by textual evidence (AL 1) (AL 2);
6. Construct and defend interpretations of American literature based on class discussion and independent literary research (AL 1) (AL 2).

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

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

SP: Speech/Oral Communication Outcomes

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

- ✓ Presentations
- ✓ Projects
- ✓ Writing Assignments

:

Major Topic Outline:

1. Native American expression: poetry, oral history, myth
2. Trans-Atlantic and colonial literature: diaries, letters, speeches, sermons, political and philosophical writings, poetry, and fiction
3. Developments in American literature between the Revolutionary and Civil Wars, including Transcendentalism: prose, poetry, fiction, drama
4. Defining "American Literature:" the problems of history and the opportunities of diversity
5. Evaluations and connections: how the literature of the past informs the present, how works of art relate to each other, and how literary scholars use textual evidence and critical lenses to evaluate works of art

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?

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

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

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

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)

- Correspondence with receiving institution (mail, fax, email, etc.)
- Other. Please explain.

A.S. Transfer 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

Section #1 General Course Information

Department: English

Submitter

First Name: Taylor
Last Name: Donnelly
Phone: 6159
Email: tdonnelly

Course Prefix and Number: ENG - 254

Credits: 4

Contact hours

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

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

Course Title: American Literature: 1865 to Present

Course Description:

Representative readings from the 1865 to present day. Surveys the development of American fiction, nonfiction, poetry, and drama through the study of the works of both major and lesser known writers.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ **Arts and Letters**

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: WRD-098 or placement in WR-121

Requirements:

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ 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 essential developments in genres of English poetry, fiction, drama, and prose from 1865 to present day (AL 1);
 2. Summarize and assess the historical context of American literary works (AL 1) (AL 2);
 3. Analyze the form and content of American literary works using relevant technical and critical vocabulary (AL 1) (AL 2);
 4. Relate the content, form, and themes of American literary works to modern events, other media, and their own lives (AL 1) (AL 2);
 5. Evaluate the historical significance and/or artistic merit of American literary works, supported by textual evidence (AL 1) (AL 2);
 6. Construct and defend interpretations of American literature based on class discussion and independent literary research (AL 1) (AL 2).
-

AAOT/ASOT GENERAL EDUCATION OUTCOMES
COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

SP: Speech/Oral Communication Outcomes

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

- ✓ Presentations
- ✓ Projects
- ✓ Writing Assignments

:

Major Topic Outline:

1. Late Nineteenth-Century poetry, drama, fiction, prose: shifting from Romanticism to Realism, questions of identity and authority (e.g. who is "allowed" to write)
2. Pre-War Twentieth-Century poetry, drama, fiction, prose: American modernisms, innovating with content and form, questions of multiplicity and the mainstream (e.g. the relationship of the Harlem Renaissance to the "canon")
3. Post-War and Contemporary poetry, drama, fiction, prose: American post-modernism, questions of individuality, fragmentation, social responsibility (e.g. how do contemporary texts respond to new knowledge and ongoing conversations about equality and access)
4. Defining "American Literature:" the problems of history and the opportunities of diversity
5. Evaluations and connections: how the literature of the past informs the present, how works of art relate to each other, and how literary scholars use textual evidence and critical lenses to evaluate works of art

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

1. Increased energy efficiency **No**

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

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)

- Correspondence with receiving institution (mail, fax, email, etc.)
- Other. Please explain.

A.S. Transfer 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

Section #1 General Course Information

Department: English

Submitter

First Name: Taylor
Last Name: Donnelly
Phone: 6159
Email: tdonnelly

Course Prefix and Number: ENG - 255

Credits: 4

Contact hours

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

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

Course Title: American Literature: Topics in American Literature

Course Description:

Focus on selected authors and works of American fiction, poetry, nonfiction, and drama. Theme changes yearly.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ Arts and Letters

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: WRD-098 or placement in WR-121

Requirements:

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Not every year**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. Identify and analyze the essential developments in genres of American Literature within the course theme (AL 1);
 2. Summarize and assess the historical context of the course readings (AL 1) (AL 2);
 3. Analyze the form and content of American literary works using relevant technical and critical vocabulary (AL 1) (AL 2);
 4. Relate the content, form, and themes of American literary works to modern events, other media, and their own lives (AL 1) (AL 2);
 5. Evaluate the historical significance and/or artistic merit of American literary works, supported by textual evidence (AL 1) (AL 2);
 6. Construct and defend interpretations of American literature based on class discussion and independent literary research (AL 1) (AL 2).
-

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

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

- ✓ **General Examination**
 - ✓ **Presentations**
 - ✓ **Criteria**
 - ✓ **Rubrics**
- ✓ **Projects**
 - ✓ **Writing Assignments**
 - ✓ **Portfolios**

:

Major Topic Outline:

1. Readings from genres of poetry, fiction, nonfiction, drama, and others as appropriate to the chosen theme
2. Focus on specifically American social and aesthetic issues, aiming to use a particular thematic lens to reveal the strengths and tensions of the American experience
3. Defining "American Literature:" the problems of history and the opportunities of diversity
4. Evaluations and connections: how the literature of the past informs the present, how works of art relate to each other, and how literary scholars use textual evidence and critical lenses to evaluate works of art

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

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

5. Supports green services **No**

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

- PSU (Portland State University)
- OSU (Oregon State University)
- OSU-Cascade
- UO (University of Oregon)

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

How does it transfer? (Check all that apply)

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

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

- Correspondence with receiving institution (mail, fax, email, etc.)
- Other. Please explain.

A.S. Transfer 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

Section #1 General Course Information

Department: English

Submitter

First Name: **Taylor**
Last Name: **Donnelly**
Phone: **6159**
Email: **tdonnelly**

Course Prefix and Number: ENG - 266

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: The Literature of War

Course Description:

Fiction, poetry, nonfiction, comics, and other genres dealing with the experience and aftermath of war. Shifting historical and cultural contexts will be paired with innovations in aesthetic responses. Texts may include Homer, Crane, Remarque, Heller, O'Brien, Silko, Satrapi, and Sacco.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Arts and Letters

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: WRD-098 or placement in WR-121

Requirements:

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **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 essential developments in the war literature genres of poetry, fiction, non-fiction, and comics, and distinguish between art and propaganda (AL 1);
2. Summarize and assess the historical context of the course readings (AL 1) (AL 2) (CL 1);
3. Analyze the form and content of war literature using relevant technical and critical vocabulary (AL 1) (AL 2);
4. Compare the themes that are unique to the literature of particular wars (AL 1) (AL 2) (CL 1);
5. Relate the content, form, and themes of war literature to modern events, other media, and their own lives (AL 1) (AL 2) (CL 1);
6. Evaluate the historical significance and/or artistic merit of war literature, supported by textual evidence (AL 1) (AL 2);
7. Construct and defend interpretations of war literature based on class discussion and independent literary research (AL 1) (AL 2).

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.
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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

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1. Apply analytical skills to social phenomena in order to understand human behavior.
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3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

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

✓ **Performances/Simulation**

:

Major Topic Outline:

1. Readings from genres of poetry, fiction, nonfiction, drama, and comics, inclusive of multiple perspectives and conflicts (i.e. not only American writers or American-involved wars)
 - a. Ancient warfare (Greeks, Egyptians, Romans, Indian, Chinese)
 - b. The Crusades (European perspectives and Middle Eastern perspectives)
 - c. War in the era of Romanticism (Napoleonic wars across Eurasia, American Revolutionary and/or Civil War)
 - d. War in the era of Realism and Modernism (World War I, World War II)
 - e. War in the era of postmodernism (Vietnam, Iraq)
 - f. Global perspectives on conflict (South and Central America, Bosnia, Israel / Palestine, Africa, Russia, Syria)
 - g. Non-combatant perspectives on warfare (women writers, children of veterans)
2. Historical and cultural contexts for literary works: changes in the technology and experience of warfare, changes in the forms and themes of art
3. Defining "War Literature:" aesthetic responses to trauma, themes of heroism, loyalty, nationalism and pacifism
4. Evaluations and connections: how the literature of the past informs the present, how works of art relate to each other, and how literary scholars use textual evidence and critical lenses to evaluate works of art

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

How does it transfer? (Check all that apply)

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

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

- Correspondence with receiving institution (mail, fax, email, etc.)
- Other. Please explain.

A.S. Transfer degree

First term to be offered:

Specify term: Spring

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: English

Submitter

First Name: Taylor
Last Name: Donnelly
Phone: 6159
Email: tdonnelly

Course Prefix and Number: ENG - 270

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 Literary Criticism

Course Description:

Students will closely study famous literary texts through a variety of critical approaches such as structuralism, Feminist criticism, Psychoanalytic criticism, Marxist criticism, and queer theory.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ **Arts and Letters**

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

Yes

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

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: WRD-098 or placement in WR-121

Requirements:

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: No

When do you plan to offer this course?

✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. identify and analyze the essential developments in literary criticism, from its origins in Liberal Humanism through Structuralism, Psychoanalytic Criticism, Marxist Criticism, Feminism, Queer Theory, Postcolonial Criticism, Disability Studies, and others (WR 1) (AL 1) (AL 2);
 2. summarize and assess the historical context of literary theories (WR 1) (WR 2) (AL 1) (AL 2);
 3. analyze the form and content of literary works using relevant technical and critical vocabulary (WR 1) (AL 1) (AL 2);
 4. evaluate the historical significance and/or artistic merit of literary works, supported by textual evidence and a theoretical framework (WR 1) (WR 2) (WR 3) (AL 1) (AL 2);
 5. construct and defend interpretations of literary works based on class discussion and independent literary research (WR 1) (WR 2) (WR 3) (AL 1) (AL 2).
-

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

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

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

:

Major Topic Outline:

1. Introduction to literary criticism: essential readings and vocabulary from Liberal Humanist tradition and application to literary texts(s)
2. Rise of theory: essential readings and vocabulary from structuralist, poststructuralist, and psychoanalytic criticism and application to literary text(s)
3. Literary theory and social power: essential readings and vocabulary from Marxist, feminist, post-colonial, queer theory, and disability studies criticism and application to literary text(s)
4. New directions for theory: essential readings and vocabulary from narratology and ecocriticism and application to literary texts

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

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

5. Supports green services **No**

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

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)

- ✓ Correspondence with receiving institution (mail, fax, email, etc.)
- ✓ Other. Please explain.

A.S. Transfer degree

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

Section #1 General Course Information

Department: English

Submitter

First Name: Sue
Last Name: Mach
Phone: 3262
Email: suema

Course Prefix and Number: ENG - 295

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: Revolutionary Film

Course Description:

This course focuses on the study of revolutionary styles of filmmaking from around the world that were not only socially transformative, but changed the way movies are made.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Arts and Letters

Cultural Literacy

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: WRD-098 or placement in WR-121

Requirements:

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Not every term**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. Use the vocabulary of filmmaking; (AL1)
2. demonstrate comprehension of the language of visual storytelling; (AL1)
3. display a broad knowledge of various styles of film, including German Expressionism, Italian Neorealism, French New Wave Cinema, American Auteur Theory, etc.; (CL1) (AL1) (AL2)
4. apply critical film theory; (AL1)
5. analyze and critique film; (AL2)
6. construct and defend interpretations of film based on class discussion and independent literary research. (AL1) AL2)

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

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

SP: Speech/Oral Communication Outcomes

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

- ✓ **General Examination**
- ✓ **Presentations**
- ✓ **Criteria**
- ✓ **Rubrics**
- ✓ **Projects**
- ✓ **Writing Assignments**
- ✓ **Portfolios**

:

Major Topic Outline:

1. German Expressionism.
2. Italian Neorealism.
3. French New Wave Cinema.
4. Eastern European Post New Wave Cinema.
5. American Auteur Theory.
6. Critical Lens Theory

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

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

ENG 305 Topics in Film (PSU)

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)

- Correspondence with receiving institution (mail, fax, email, etc.)**
- Other. Please explain.**

[PSU Catalog and Major Transfer Map](#)

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

Section #1 General Course Information

Department: World Languages

Submitter

First Name: Ernesto
Last Name: Hernandez
Phone: 3710
Email: ernesto.hernandez

Course Prefix and Number: FR - 201

Credits: 4

Contact hours

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

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

Course Title: Second-Year French I

Course Description:

The second year of academic French expands on first-year French in the review of essential grammar structures, the use of more advanced grammar, and cross-cultural discussion and analysis. Emphasis is on communication skills, stressing both oral proficiency and written expression.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Arts and Letters

Cultural Literacy

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: FR-103

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Fall**

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 increased ease and proficiency in the correct use of the simple past [passé composé], future, and present tenses depending on context;
2. correctly interpret information and creatively use the passé composé and imperfect tenses to describe memorable events in the past such as weekends, vacations, and life events in oral and written expression; (AL1)
3. extend use of the imperfect tense to discuss and write about what one used to do, how things used to be in the past;
4. use imperatives with more facility, including essential irregular verbs être, avoir;
5. correctly and creatively combine learned material in oral and written expression to role-play, discuss, debate, and/or analyze certain situations in areas like social interactions, cuisine, traveling and vacationing, or simple business transactions in French-speaking contexts; (AL1)(AL2)(CL1)
6. identify, compare, and/or analyze in French and English and in oral and written expression how culturally-based factors account for differences between France/Europe and the US/North America in certain situations in areas like social interactions, cuisine, traveling and vacationing, or simple business transactions in French-speaking contexts; (AL1)(AL2)(CL1)
7. select an appropriate topic of interest from French or Francophone culture and effectively research, evaluate and integrate information and sources to complete an oral presentation in French and a written report in French and English according to instructor guidelines; (AL1)

**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.
- P 2.** Locate, evaluate, and ethically utilize information to communicate effectively.
- P 3.** Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

- ✓ **General Examination**
- ✓ **Oral Examination**
- ✓ **Presentations**
- ✓ **Thesis/Research Project**
- ✓ **Projects**
- ✓ **Writing Assignments**
- ✓ **Multiple Choice Test**

- ✓ **Rubrics**
- ✓ **Journal Writing**
- ✓ **Performances/Simulation**

:

Major Topic Outline:

- 1.** Talking about memorable moments in the past. Weekends, summer vacations, life events etc.
- 2.** Talking about what one used to do/what used to happen in the past.
- 3.** Culturally contextualized situations such as social interactions, cuisine, traveling and vacationing, simple business transactions.
- 4.** Simple plans for the future.

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

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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)
- WOU (Western Oregon University)

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

FR 201 (PSU,SOU,UO,WOU)
FR 211 (OSU)

How does it transfer? (Check all that apply)

general education or distribution requirement

:

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

Other. Please explain.

<https://www.transferology.com/>

Course Transferability web site

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

Section #1 General Course Information

Department: World Languages

Submitter

First Name: Ernesto
Last Name: Hernandez
Phone: 3710
Email: ernesto.hernandez

Course Prefix and Number: FR - 202

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: Second-Year French II

Course Description:

The second year of academic French expands on first-year French in the review of essential grammar structures, the use of more advanced grammar, and cross-cultural discussion and analysis. Emphasis is on communication skills, stressing both oral proficiency and written expression.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Arts and Letters

Cultural Literacy

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: FR-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?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Winter**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. use all tenses from first-year French and FR 201 with increased accuracy and facility, and expand use of tenses to include conditionals and perfect tenses to discuss correctly and creatively personal and historical past events (both real and hypothetical) in oral and written expression; (AL1)
2. use the imperative form with increased accuracy and facility in oral and written expression, including irregular verbs [être, avoir, savoir, faire, etc.] and double pronouns ('donne-le-moi');
3. expand use of object pronoun complements [en, y] in oral and written expression, in addition to direct and indirect object pronouns [me, te, le, la, lui, leur, etc.];
4. use all negative structures from first-year French with increased accuracy and facility in oral and written expression, and expand use of negatives to include more advanced structures [personne, rien, ne guère, ni...ni, aucun, nul]
5. use the verbs rendre and faire to indicate causality in oral and written expression, i. e. (having, getting something done), faire and, when something /someone causes an emotion or state of being, rendre ('that makes me sick/ sad/ angry' etc);
6. expand on knowledge of adjectives for recognition and correct use of comparatives and superlatives in oral and written expression;
7. start using the subjunctive of regular and some irregular verbs to express doubt, politeness, and necessity in oral and written expression;
8. in addition to material from FR 201, correctly and creatively combine learned material in oral and written expression to role-play, discuss, debate, and/or analyze certain situations in areas like leisure activities, entertainment, and artistic traditions in French-speaking contexts; (AL1)(AL2)(CL1)
9. identify, compare, and/or analyze in French and English and in oral and written expression how culturally-based factors account for differences between France/Europe and the US/North America in certain situations in areas like leisure activities, entertainment, and artistic traditions in French-speaking contexts (in addition to areas covered in FR 201); (AL1)(AL2)(CL1)
10. select an appropriate topic of interest from French or Francophone culture and effectively research, evaluate and integrate information and sources to complete an oral presentation in French and a written report in French and English according to instructor guidelines; (AL1)

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

SP: Speech/Oral Communication Outcomes

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

- | | |
|----------------------------------|-------------------------------|
| ✓ General Examination | ✓ Projects |
| ✓ Oral Examination | ✓ Writing Assignments |
| ✓ Presentations | |
| ✓ Thesis/Research Project | ✓ Multiple Choice Test |

- ✓ **Rubrics**
- ✓ **Journal Writing**
- ✓ **Performances/Simulation**

:

Major Topic Outline:

1. Expansion of past personal and historical events, real and hypothetical
2. Getting someone to do something—getting one's car repaired, hair cut, house painted etc.
4. Family and personal relationships, review and extension.
5. Types of entertainment, leisure activities, and artistic pursuits.
7. Making comparisons, better, the best.
8. Describing satisfaction, appropriateness, doubt, and necessity.

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)
- WOU (Western Oregon University)

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

FR 202 (PSU,SOU,UO,WOU)
FR 212 (OSU)

How does it transfer? (Check all that apply)

- general education or distribution requirement
- general elective
- :

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

- Other. Please explain.

Transferability web site
<https://www.transferology.com/>

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

Section #1 General Course Information

Department: World Languages

Submitter

First Name: Ernesto
Last Name: Hernandez
Phone: 3710
Email: ernesto.hernandez

Course Prefix and Number: FR - 211

Credits: 3

Contact hours

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

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

Course Title: Intermediate French Conversation

Course Description:

First term of a three-term course in intermediate development of speaking and listening proficiency through creative activities such as discussions of excerpts from contemporary French-language media, presentations, games, role-plays, debates, pair and group work. Major topics and level of conversational difficulty will parallel FR-201.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: FR-103 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?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Fall

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate increased ease and oral proficiency with the major language outcomes from first-year French and FR-201: the present tense, the passé composé, and the imperfect;
2. correctly interpret information and creatively discuss and/or write about situations in the past;
3. correctly and creatively use learned material to role-play, discuss, debate, and/or analyze certain situations in areas like social interactions, cuisine, traveling and vacationing, or simple business transactions in French-speaking contexts.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Talking about memorable moments in the past, weekends, summer vacations etc.
2. Talking about what you used to do/what used to happen in the past.
3. Social interactions, cuisine, traveling, vacationing, simple business transactions.

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)
- WOU (Western Oregon University)

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

How does it transfer? (Check all that apply)

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

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

Section #1 General Course Information

Department: World Languages

Submitter

First Name: Ernesto
Last Name: Hernandez
Phone: 3710
Email: ernesto.hernandez

Course Prefix and Number: FR - 212

Credits: 3

Contact hours

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

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

Course Title: Intermediate French Conversation

Course Description:

Second term of a three-term course in intermediate development of speaking and listening proficiency through creative activities such as discussions of excerpts from contemporary French-language media, presentations, games, role-plays, debates, pair and group work. Major topics and level of conversational difficulty will parallel FR-202.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: FR-103 with a C or better, or Student Petition

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Winter**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. use all tenses from first-year French and FR-201 and -211 with increased accuracy and facility, and expand use of tenses and aspect to include conditionals and perfect tenses to discuss correctly and creatively personal and historical past events (both real and hypothetical);
2. in addition to continued use of material from FR-201 and -211, correctly and creatively combine course material to role-play, discuss, debate, and/or analyze certain situations in areas like leisure activities, entertainment, and artistic traditions in French-speaking contexts.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Talking about memorable moments in the past, what you used to do, what used to happen.
2. Talking about hypothetical situations.
3. Leisure activities, entertainment, art.

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)
- WOU (Western Oregon University)

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

FR 199 (PSU,SOU,UO)
FR 107 (SOU)

How does it transfer? (Check all that apply)

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

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

Section #1 General Course Information

Department: WAFE

Submitter

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

Course Prefix and Number: FRP - 246

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: Wilderness IV: Backcountry CPR/First Aid/AED

Course Description:

Introduction to general medical concepts and basic life support skills. It is targeted to the outdoor enthusiast on day trips or short adventures. Course results in CPR, first aid & AED certification.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): AAS.FSWildland.CC.FSWildland, CC.FireForest, CC. FireFight

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?

Yes

Area: Physical Education/Health

GRADING METHOD:

A-F Only

Audit: Yes

When do you plan to offer this course?

✓ Not every term

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. Summarize strategies for handling a backcountry medical emergency,
2. administer care to patients for a variety of injuries while awaiting help or transporting an injured person in the backcountry,
3. build patient transport modalities to include a litter,
4. attain CPR/First Aid & AED certification.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Patient assessment.
2. Shock.
3. Wilderness wounds.
4. Fractures and dislocations.
5. Hypothermia.
6. Heat illness.
7. Altitude illness.
8. Bites and stings.
9. Evacuation techniques
10. CPR/First Aid.

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

Section #1 General Course Information

Department: WAFE

Submitter

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

Course Prefix and Number: FRP - 249

Credits: 2

Contact hours

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

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

Course Title: Followership to Leadership (L-280)

Course Description:

The course prepares the student for a basic field operations leadership role. Students will be able demonstrate basic leadership skills through interactive classroom discussions and scenario based exercises.

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): AAS.FSWildland, CC Wilderness Survival/Leadership

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Spring

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. Define leadership and individual values,
2. Trace the follower to leader transition,
3. List and describe the practices of effective leadership and the behaviors that accompany them,
4. Define situational leadership,
5. Discuss team cohesion,
6. Demonstrate ethical decision making,
7. Summarize leadership to action principles.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Art of leadership.
2. Foundations of leadership.
3. Follower to leader.
4. Situational leadership.
5. Team cohesion.
6. Ethical decisions.
7. Leadership to action.
8. Field exercise scenarios.

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

Section #1 General Course Information

Department: WAFE

Submitter

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

Course Prefix and Number: FRP - 280

Credits: 3

Contact hours

Lecture (# of hours):
Lec/lab (# of hours):
Lab (# of hours): 108
Total course hours: 108

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

Course Title: Wildland Fire CWE

Course Description:

Cooperative Work Experience. Provides students with on-the-job experience in the field of wildland firefighting. May be repeated for up to 6 credits. Required: Student Petition.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

Yes

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

Is general education certification being sought at this time?

No

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

No

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

Yes

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

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:

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?

✓ **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 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 development.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Work site safety.
2. Work site materials, maintenance and storage.
3. Safe and efficient use of wildland firefighting tools and equipment.
4. Record work site time and tasks.

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

Section #1 General Course Information

Department: Social Science

Submitter

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

Course Prefix and Number: GEO - 100

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 Physical Geography

Course Description:

Analyzes the physical elements of the Earth's surface and atmosphere. Focuses on natural processes that create physical diversity on the Earth including weather and climate, biosphere, soils and landforms and explores how these influence human cultural settlement activities.

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. describe the elements that make up physical environments and the basic natural processes which produce them; (SC1) (SC2) (SC3)
2. gather information to generate questions and address solutions regarding the natural environment; (SC1) (SC2) (SC3)
3. outline the major climatic, soil, and vegetative regions of the world; (SC1) (SC2) (SC3)
4. correlate these regions with the major varieties of human settlements, cultures and land uses characteristic of each; (SS1) (SS2) (CL1)
5. discuss the importance of the physical environment to our survival as a species; (SS1) (SS2) (CL1)
6. assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and knowledge on human society and the physical environment; (SC3)
7. analyze social phenomena by evaluating geographical information, evidence, argument and/or theory to draw logical conclusions or implications. (SS1)

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

- 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

- 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**
- ✓ **Multiple Choice Test**

:

Major Topic Outline:

1. Elements making up the physical environment.
2. Natural processes which produce the variety of physical environments around the world.
3. Overview of major climatic.
4. Soil and vegetative regions around the world.
5. The varieties of human settlements.
6. Cultures and land uses characteristic of each.
7. Importance of physical environment for our survival as a species.

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

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

WOU GEOG 105 UO GEOG 141

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

Show changes since last approval in red

Section #1 General Course Information

Department: Social Science

Submitter

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

Course Prefix and Number: GEO - 110

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 & Human Geography

Course Description:

Introduces geographical perspectives on human population, agriculture, political pattern, language, religion, folk culture, popular culture, ethnic culture, urban development, industry, and transportation as these play out on the diverse landscapes of the world.

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?

- ✓ 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. explain what is meant by a geographical perspective or worldview; (SS1) (SS2)
 2. describe ways in which human culture and the natural environment interact to create landscapes; (SS1) (SS2) (CL1)
 3. identify the five key elements in a geographical perspective; (SS1) (SS2)
 4. use these five elements to analyze examples of human culture past and present and their relationship to the natural environment; (SS1) (SS2) (CL1)
 5. discuss basic models of geographical analysis and demonstrate how they are used to solve simple locational problems; (SS1) (SS2) (CL1)
 6. identify key components of good maps; (SS1) (SS2) (CL1)
 7. evaluate maps for bias; (SS1) (SS2) (CL1)
 8. analyze social phenomena by evaluating geographical information, evidence, argument and/or theory to draw logical conclusions or implications. (SS1)
-

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

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

SP: Speech/Oral Communication Outcomes

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

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

Major Topic Outline:

1. A geographical perspective or world view.
2. Key aspects of human cultures in spatial perspective, including such elements as population, economy, religion, language, ethnicity, political systems, agriculture, natural resources, urbanization and transportation systems.
3. Map design, use, interpretation and detecting map bias.

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)
- WOU (Western Oregon University)

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

PSY GEO LD elective OSU GEOG 103
SOU GEOG 107 WOU GEOG 107
UO GEOG 142
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

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Social Science

Submitter

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

Course Prefix and Number: GEO - 130

Credits: 4

Contact hours

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

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

Course Title: Introduction to Environmental Geography

Course Description:

Explores the contemporary global environmental problems such as: overpopulation, over consumption, ozone layer depletion, pollution, acid rain, deforestation, desertification, and waste problems. Examines alternative sources of energy to fossil fuel and sustainable development strategies.

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?

- ✓ 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. gather information on major contemporary global environmental problems and issues such as: overpopulation, over consumption, ozone layer depletion, pollution, acid rain, deforestation, desertification, and waste disposal and explore possible solutions to them; (SS1) (SS2)
2. analyze basic impacts of human activities on the physical environment and recognize the complexities involved in seeking solutions to environmental problems; (SS1) (SS2) (CL1)
3. assess the strengths and weaknesses of environmental studies & critically examine the influence of scientific and technical knowledge on human society; (SS1) (SS2) (CL1)
4. outline possible strategies for sustainable development (SS1) (SS2) (CL1)
5. analyze social phenomena by evaluating geographical information, evidence, argument and/or theory to draw logical conclusions or implications. (SS1)

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**
- ✓ **Multiple Choice Test**

:

Major Topic Outline:

Survey of contemporary global environmental problems and issues such as: overpopulation, over consumption, ozone layer depletion, pollution, acid rain, deforestation, desertification, and waste disposal.

Examination of possible alternative sources of energy to fossil fuels and basic comparative analysis of costs and limitations of each.

Definition of sustainable development and consideration of strategies for achieving it.

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)

UO GEOG 143

How does it transfer? (Check all that apply)

:

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

Show changes since last approval in red

Section #1 General Course Information

Department: Social Sciences

Submitter

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

Course Prefix and Number: GEO - 208

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: Geography of the United States & Canada

Course Description:

Provides students with the fundamental geographical knowledge of the United States and Canada and their paths of development. Presents the spatial arrangement of culture, economics, politics, and the natural environment.

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?

- ✓ 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. understand the role and impact of climate and topography on human settlement patterns and movements; (SS1)(SS2)(CL1)
 2. discuss historical and geographical factors that shape the landscapes of the United States and Canada; (SS1)(SS2)(CL1)
 3. identify key physical features, urban areas, political boundaries and cultural places and landmarks in the United States and Canada and use key geographical concepts to explore their relationships; (SS1)(SS2)(CL1)
 4. analyze social phenomena by evaluating geographical information, evidence, argument and/or theory to draw logical conclusions or implications. (SS1)
-

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

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

SP: Speech/Oral Communication Outcomes

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

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

:

Major Topic Outline:

1. Survey of the spatial variations found in contemporary United States and Canada. Subjects surveyed include: politics, economics, traditional and popular culture, social systems, agriculture, climate, and topography.
2. Definition of core and periphery regions and the varying methods of identifying them.
3. Examination of past and future trends affecting the cultural and physical landscapes of these two countries and their paths to development.

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 GEO LD elective OSU GEOG LDT
UO GEOG 208 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

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Social Sciences

Submitter

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

Course Prefix and Number: GEO - 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: Geography/CWE

Course Description:

Cooperative work experience. Provides students with on-the-job work experience in the field of geography. Variable Credit: 2-6 credits. Required: Student Petition.

Type of Course: Lower Division Collegiate

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?

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:

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?

- ✓ **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. apply academic knowledge, skills and abilities in geography 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.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Orientation and establishment of individual goals/measurable learning outcomes.
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)

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

Section #1 General Course Information

Department: Sciences

Submitter

First Name: Sarah
Last Name: Hoover
Phone: 3354
Email: sarahh

Course Prefix and Number: GS - 104

Credits: 4

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours): 33
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: Earth System Science

Course Description:

A lab course designed to give an overview of the physical sciences by examining the relationship between physics, chemistry and geology in the natural world. Topics include plate tectonics, the Earth's structure, earthquakes/hazards, mineral chemistry, igneous rocks, and volcanoes/hazards.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Science & Computer Science

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: MTH-065 or placement in MTH-095

Requirements:

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Fall**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. Use models and the scientific method to gather data to interpret physical systems, calculate density, slope, velocity and plot data to problem solve; (SC1)(SC2)
 2. explain clearly how science uses remote sensing to determine the physical/chemical properties of remote locations(SC1) (SC2)
 3. explain how the Earth's plates interact at different plate boundaries, what geologic features and igneous rocks types are created at each boundary and how these plate interactions affect society with regards to seismicity and volcanism; (SC1)(SC2)(SC3)
 4. gather data through maps and experimentation to explain earthquakes/volcanic processes and hazards in the Pacific Northwest; (SC2)(SC3)
 5. use scientific methods to evaluate and classify igneous rocks and minerals; (SC2)
 6. apply chemistry to explain chemical bonding and structure of minerals. (SC2)
-

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:

- P** 1. Use appropriate mathematics to solve problems.
- P** 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

- S** 1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
- S** 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.
- S** 3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:**✓ General Examination****✓ Multiple Choice Test****✓ Other Assessment Tools:** Laboratory activities and practical laboratory quizzes**Major Topic Outline:**

1. Introduction to the metric system, modeling, the scientific method, cycles, and systems.
 2. Origin and history of solar system exploration, Kepler's laws, and gravity.
 3. Physics of light, the Sun and Stars electromagnetic spectrum.
 4. Interior of the Earth, seismic waves and wave theory, heat transfer.
 5. Plate tectonics.
 6. Earthquakes and hazards.
 7. Introduction to minerals, atoms and atomic structure, chemical bonding and crystal structures.
 8. Igneous rock (intrusive).
 9. Volcanoes and hazards.
- Lab:
10. Basic math skills, models and systems.
 11. Investigating the Solar System.
 12. Light and energy.

13. Plate tectonics.
14. Earthquakes.
15. Introduction to minerals.
16. Minerals and rocks.
17. Igneous rocks and identification.
18. Volcanism, structures and hazards.

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)** **UO (University of Oregon)**
 OSU-Cascade **WOU (Western Oregon University)**

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

OSU: GS LDT UO: GS120T WOU: GS114

How does it transfer? (Check all that apply)

- general education or distribution requirement**
 general elective
:

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

- Other. Please explain.**

Information Per UO, OSU & WOU transferable classes website

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

Section #1 General Course Information

Department: Sciences

Submitter

First Name: Sarah
Last Name: Hoover
Phone: 3354
Email: sarahh

Course Prefix and Number: GS - 105

Credits: 4

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours): 33
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: Earth System Science

Course Description:

A lab course examining the chemistry and geology of scientific dating techniques, sedimentary rocks, surface processes, fossils, energy resources and the physics and chemistry of energy resources and mass wasting.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Science & Computer Science

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: MTH-065 or placement in MTH-095

Requirements:

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Winter**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. use models and the scientific method to gather/interpret data, create graphs, solve problems and understand physical systems; (SC1) (SC2)
 2. perform chemical experiments to model weathering processes on earth and explain how the chemical reactions observed can control sedimentary rock formation; (SC1) (SC2)
 3. hypothesize about past geologic surface conditions based on sedimentary rocks present and apply information to the susceptibility of mass wasting in a region; (SC1) (SC3)
 4. collaboratively research information/scientific studies to explain energy resources, societal impacts of resources and present findings to a peer group in a clear manner; (SC1) (SC3)
 5. observe and assess local area mass wasting events and critically analyze policies that govern regional metro growth in regions where mass wasting events occur; (SC3)
 6. critically evaluate fossils and determine how/why organisms are preserved in the geologic record and use fossil data to correlate rock units and recreate a geologic history for a region. (SC1)(SC2)
-

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

- P**
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:

- P**
1. Use appropriate mathematics to solve problems.
- P**
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

- S**
1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
- S**
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.
- S**
3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:✓ **General Examination**✓ **Presentations**✓ **Multiple Choice Test**✓ **Other Assessment Tools:** Laboratory activities and practical laboratory quizzes**Major Topic Outline:**

1. Critical thinking, earth's age, geologic time and relative dating.
2. Absolute dating, radioactivity, periodic table, isotopes and $\frac{1}{2}$ lives.
3. Intro to sedimentary rocks and weathering processes, balancing chemical equations and chemical formulas.
4. Continue physical and chemical weathering, Avogadro's number, calculating molarity and chemical reactions.
5. Sedimentary rocks and environments.
6. Energy resources, chemistry of fossil fuels, alternative resource, kinetic and potential energy.
7. Energy in Earth's systems, Energy and work, Newton's laws of motion, Force and acceleration, types of force.
8. Mass Wasting.

Laboratory Topics

1. Relative dating techniques.
2. Fossils and fossil formation.
3. Radiometric dating.

4. Physical and Chemical reactions.
5. Sedimentary rocks.
6. Topographic maps.
7. Force and work.
8. Energy and power.
9. Gravity and landslide physics.
10. Energy resource presentations.

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)** **UO (University of Oregon)**
 OSU-Cascade **WOU (Western Oregon University)**

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

OSU: GEO LDT UO: GS120T WOU: GS115

How does it transfer? (Check all that apply)

- general education or distribution requirement**
 general elective
 :

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

- Other. Please explain.**

Transferability determined from course transfer web pages from universities

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

Section #1 General Course Information

Department: Sciences

Submitter

First Name: Sarah
Last Name: Hoover
Phone: 3354
Email: sarahh

Course Prefix and Number: GS - 106

Credits: 4

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours): 33
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: Earth System Science

Course Description:

A lab course examining the relationship between chemistry/physics/geology with regards to the hydrosphere and atmosphere. Topics include atmospheric processes, rivers and ground water, beach/ocean processes and climate change.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ **Science & Computer Science**

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: MTH-065 or placement in MTH-095

Requirements:

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. gather and interpret data using models and the scientific method to create graphs, solve problems and understand Earth's physical systems; (SC1)(SC2)
 2. critically evaluate and discuss societies' influences on water resources with regards to pollution, overuse, conservation, flooding and availability; (SC1) (SC2) (SC3)
 3. use models and calculations to explain the physical processes of water systems on Earth including rivers, oceans and groundwater; (SC1) (SC2)
 4. collaboratively research information/scientific data on the health and sustainability of various United States watersheds and present findings to a peer group in a clear manner; (SC1) (SC3)
 5. through experimentation and models, gather and explain various weather processes on Earth including cloud formation, precipitation, atmospheric heating and climate variations; (SC1) (SC2)
 6. critically evaluate scientific data that explores climate change and extreme weather and discuss the impacts these events can have on society. (SC1) (SC3)
-

**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:

- P** 1. Use appropriate mathematics to solve problems.
- P** 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

- S** 1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
- S** 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.
- S** 3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

✓ **General Examination**

✓ **Multiple Choice Test**

✓ **Other Assessment Tools:** Laboratory activities and practical laboratory quizzes

Major Topic Outline:

1. The hydrosphere, water chemistry and the water cycle.
 2. Heat transfer, phase changes and thermodynamics.
 3. River systems.
 4. Ground water systems and societies influence on water.
 5. Beach systems.
 6. Plate tectonics and intro to oceanography.
 7. Physical and chemical aspects of the oceans and the ocean floor.
 - a. Life regions of the oceans, tides and currents.
 8. Introduction to the atmosphere, the composition and structure of the atmosphere and air pollution.
 9. Weather and climate.
- Lab topics
1. Topographic maps and principles.
 2. Properties of water.

3. Heat, temperature and phase changes.
4. Streams and stream tables.
5. Beach systems.
6. Intro to oceanography: currents, salinity, and density.
7. Seafloor topography and paleomagnetism.
8. Atmospheric heating.
9. Health and sustainability of US watersheds.

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)**
 UO (University of Oregon)
 OSU-Cascade
 WOU (Western Oregon University)

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

OSU: GS LDT UO: GS120T WOU: GS116

How does it transfer? (Check all that apply)

- general education or distribution requirement**
 general elective
 :

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

- Other. Please explain.**

Information from course transfer web page from universities.

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

Section #1 General Course Information

Department: Sciences

Submitter

First Name: James
Last Name: Dickinson
Phone: 3350
Email: jamesd@clackamas.edu

Course Prefix and Number: GS - 107

Credits: 4

Contact hours

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

Course Description:

A lab course including the history of astronomy, the Earth and moon, all planets in our solar system, along with asteroids, meteors and comets.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Science & Computer Science

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

Yes

Name of degree(s) and/or certificate(s): Manufacturing Programs

Are there prerequisites to this course?

Yes

Pre-reqs: MTH-065 or MTH-098 with a C or better or placement in MTH-095; WRD-090 or placement in WRD-098.

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

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

Is this course equivalent to another?

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

Yes

Course Number: PH-121 Title: **Astronomy**

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. applying and analyzing scientific knowledge using the scientific method, including assessing the strengths and weaknesses of scientific studies; (SC1) (SC2) (SC3)
 2. define and apply vocabulary necessary to discuss and analyze astronomy articles in newspapers, magazines, Internet, etc.; (SC1)
 3. identify and evaluate the changes in scientific models of the solar system and examine the influence of these models on human society; (SC1) (SC2) (SC3)
 4. describe the phases of the moon and evaluate theories about the origin of the moon; (SC1) (SC2)
 5. evaluate information to compare and contrast the planets and moons in our solar system;(SC1) (SC2)
 6. analyze evidence to identify comets, asteroids, meteorites and outline theories of formation of solar systems. (SC1) (SC2)
-

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

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

SP: Speech/Oral Communication Outcomes

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:**✓ General Examination**✓ **Writing Assignments**✓ **Multiple Choice Test****✓ Performances/Simulation**✓ **Other Assessment Tools:** Laboratory assignments**Major Topic Outline:**

1. The night sky and the history of astronomy.
2. Telescopes and light; the electromagnetic spectrum.
3. The Earth and our moon.
4. Mercury.
5. Venus.
6. Mars.
7. Jupiter.
8. Saturn.
9. Uranus.
10. Neptune.
11. Comets, meteorites and asteroids.
12. Formation of our solar systems and detection of other solar 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

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

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

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

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

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

EOU
SCI 221 Intro to Astronomy

UO
ASTR 120T

OIT
PH 215 Topics in Astronomy

OSU
PH 104 DESCRIPTIVE ASTRONOMY

How does it transfer? (Check all that apply)

- general education or distribution requirement
- general elective
- :

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

Other. Please explain.

Transfer web sites

EOU
SCI 221
https://ssb-prod.ec.eou.edu/PROD/EOU_Transfer_Equiv.P_Dispatch_By_Match

OIT
PHY 215 Topics in Astronomy
https://ssb-prod.ec.oit.edu/PROD/oitcas_web.p_DispatchEquivalencies

OSU
PH 104 DESCRIPTIVE ASTRONOMY
<https://admissions.oregonstate.edu/course-equivalencies-clackamas-community-college>

SOU
PH LDT Lower Division Transfer Science Exploration - - Min 2 lab courses/11 qtr credits required
https://ssb-prod.ec.sou.edu/PROD/SOU_Transfer_Equiv.P_Proc_By_Match

UO
ASTR 120T
<https://registrar.uoregon.edu/transfer-students#transfer-course-equivalencies>

WOU
GS 1XX GENERAL SCI L/D ELECTIVE TRN
https://ssb-prod.ec.wou.edu/PROD/wou_web.p_trans_artic
PSU
<https://www.transferology.com>

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

Section #1 General Course Information

Department: ECED: Education & Human Services

Submitter

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

Course Prefix and Number: HS - 100

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 Human Services

Course Description:

This course focuses on the interpersonal skills, personal values, attitudes and knowledge necessary to become an effective human services worker. Also covers the history of human service work in the US, and the current status of social service provision.

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): Human Services Generalist 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?

Yes

Recommendations:

Requirements: Required for Human Services Generalist degree

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Fall**

✓ **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. discuss the history of human services in the United States,
2. demonstrate skills for effective human service work,
3. describe the attributes of an effective human service agency,
4. discuss their own goals in terms of a human services career.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Definition of Human Services.
2. History of the Social Welfare System.
3. The Attitudes, Skills and Knowledge of a Human Service Worker
5. Diversity and Cultural Competence.
6. Program Planning.
7. Creating Change.
8. Preventing Burnout.

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

Section #1 General Course Information

Department: ECED: Education & Human Services

Submitter

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

Course Prefix and Number: HS - 103

Credits: 2

Contact hours

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

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

Course Title: Ethics for Human Service Workers

Course Description:

Explores the professional issues students will face when in a helping relationship. Introduces the professional codes of ethics associated with the helping professions. Addresses solving ethical dilemmas using professional guidelines. Topics include client rights, confidentiality, professional boundaries, legal issues in helping, competence, and cultural diversity.

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): Human Services Generalist Programs

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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**

✓ **Winter**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate an understanding of the professional code of ethics for human service workers,
2. apply professional ethics to resolve issues relating to the helping relationship,
3. explain common ethical issues relating to client rights, confidentiality, boundaries, and competence as they pertain to human services;
4. critically analyze the ethical considerations of working with diverse cultures.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Professional Codes of Ethics Used in Human Services (NASW; NOHSE).
2. Common Ethical Dilemmas in Helping Relationships.
3. Ethics of Working with Diversity.
4. Applying Ethical Guidelines to Cases.
5. Legal Issues in Human Services.

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

Section #1 General Course Information

Department: Education, Human Services and Criminal Justice

Submitter

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

Course Prefix and Number: HS - 104

Credits: 1

Contact hours

Lecture (# of hours): 11
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 11

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

Course Title: Using Diagnostic Criteria in Addiction Treatment

Course Description:

This course will present an overview of The American Society of Addiction Medicine (ASAM) Criteria and the Diagnostic and Statistical Manual (DSM) criteria related to addiction and substance use. Students will gain familiarity with the use of the ASAM Criteria to enhance the use of multidimensional assessments to develop patient-centered service plans. Students will also gain knowledge about the use of the DSM Manual to guide diagnosis and treatment of Substance Use Disorders.

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): Career pathway Certificate-Alcohol and Drug Counselor; AAS Human Services Generalist

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: No

When do you plan to offer this course?

✓ **Winter**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. identify and describe the key components of ASAM's patient placement criteria;
2. differentiate between the general criteria used to guide level of care recommendations;
3. identify and compare ASAM's six dimensions of assessment;
4. describe the diagnostic criteria for substance use disorders in the DSM;
5. compare and contrast the use of the ASAM and DSM criteria when working with clients.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Historical foundations of addiction diagnosis and treatment
2. The ASAM Criteria
3. The DSM criteria for substance use disorders
4. Matching Multidimensional Severity and Level of Function with Intensity of Service
5. Service Planning and Placement

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

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

Percent of course: 0%

First term to be offered:

Specify term: SUMMER 2016

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: ECED - Education & Human Services

Submitter

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

Course Prefix and Number: HS - 211

Credits: 1

Contact hours

Lecture (# of hours): 11
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 11

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

Course Title: Infectious Diseases and Harm Reduction

Course Description:

This course will explore the relationship between substance abuse and infectious diseases, and discuss methods for reducing transmission of these diseases. Diseases will include HIV/AIDS, tuberculosis, hepatitis, and sexually transmitted infections. This course will provide students with techniques for assisting clients with assessing risk, practicing harm reduction, and evaluating treatment options.

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): Human Services Generalist Programs

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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**

✓ **Winter**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. identify the risks, symptoms, and treatments of HIV/AIDS, tuberculosis, hepatitis and sexually transmitted infections;
2. discuss strategies used with clients to evaluate and modify behaviors relating to disease transmission,
3. apply a harm reduction approach to assist clients in reducing disease transmission,
4. evaluate his or her own biases in working with clients in this area.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Transmission, symptoms and treatment of infectious diseases
2. Role of substance abuse in infectious disease
3. Harm reduction
4. Effective strategies to modify sexual behavior

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

Section #1 General Course Information

Department: Social Science

Submitter

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

Course Prefix and Number: HST - 101

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 a primary focus on Europe from ancient times to ca. 1300.

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?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

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

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. identify and analyze the historical bases and evolution of diverse ideas, behaviors and values in Western Civilization from ancient times to ca. 1300; (CL1)
 2. analyze the behavior of prominent individuals in Western Civilization from ancient times to ca. 1300; (SS1)
 3. apply knowledge about the history of Western Civilization from ancient times to ca. 1300 to contemporary problems and issues; (SS2)
 4. analyze historical phenomena by evaluating information, evidence, arguments and/or theories to draw logical conclusions or implications. (SS1)
-

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 ancient Near East
2. Ancient Greece
3. The Hellenistic period
4. Ancient Rome
5. The Roman Republic
6. The Roman Empire
7. The Dark Ages
8. The Middle Ages

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 101. At WOU, this course transfers as HST 101D or HST 104 D and at SOU it transfers as HST 110.

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

:

Clackamas Community College
Online Course/Outline Submission System

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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)
 4. analyze historical phenomena by evaluating information, evidence, arguments and/or theories to draw logical conclusions or implications. (SS1)
-

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

:

Clackamas Community College
Online Course/Outline Submission System

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Section #1 General Course Information

Department: Social Science

Submitter

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

Course Prefix and Number: HST - 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: History of Western Civilization

Course Description:

Development of Western Civilization with an emphasis on Europe from the 19th century to the present.

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 the 19th century to the present; (CL1)
 2. analyze the behavior of prominent individuals in Western Civilization from the 19th century to the present; (SS1)
 3. apply knowledge about the history of Western Civilization from the 19th century to the present to contemporary problems and issues; (SS2)
 4. analyze historical phenomena by evaluating information, evidence, arguments and/or theories to draw logical conclusions or implications. (SS1)
-

**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 19th Century
2. Industrialization
3. Anti-Semitism
4. World War I.
5. Bolshevik Revolution, Leninism, and Stalinism
6. The Weimar Republic and the Rise of Hitler
7. World War II and the Holocaust
8. The Cold War
9. End of the Cold War
10. Europe since 1990

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

- | | |
|--|--|
| <input checked="" type="checkbox"/> EOU (Eastern Oregon University) | <input checked="" type="checkbox"/> PSU (Portland State University) |
| <input checked="" type="checkbox"/> OIT (Oregon Institute of Technology) | <input checked="" type="checkbox"/> SOU (Southern Oregon University) |
| <input checked="" type="checkbox"/> OSU (Oregon State University) | <input checked="" type="checkbox"/> UO (University of Oregon) |
| | <input checked="" type="checkbox"/> 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 103. At WOU, this course transfers as HST 103D or HST 106D 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

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Mathematics

Submitter

First Name: **Morgan**
Last Name: **Chase**
Phone: **6592**
Email: **morganc**

Course Prefix and Number: MTH - 054

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: Medication Calculations for Medical Assistants

Course Description:

This course is for students in the Medical Assistant program. Topics include problem solving, accuracy and precision of various systems of measurement, and calculating medication doses.

Type of Course: Developmental Education

Can this course be repeated for credit in a degree?

No

Are there prerequisites to this course?

Yes

Pre-reqs: MTH-020 with a C or better, or placement in MTH-060

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

No

Are there corequisites to this course?

No

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

Yes

Recommendations:

Requirements: Student must be enrolled in current Medical Assistant cohort

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

Yes

Area: Computation

GRADING METHOD:

A-F Only

Audit: Yes

When do you plan to offer this course?

✓ Winter

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. solve problems involving fractions, decimals, ratios, and percents;
2. convert units within and between the apothecary, U.S. household, and metric systems;
3. compute medication dosages using proportions, formulas, or dimensional analysis;
4. read medication labels, and read and transcribe medication orders, using correct terminology and abbreviations;
5. compute pediatric dosages based on body weight and/or body surface area;
6. think critically with regards to patient safety (e.g., estimating whether a calculated dosage is too large or too small, or recognizing that a medication order is unsafe for some reason).

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Review of Arithmetic.
 - a. Fractions.
 - b. Decimals.
 - c. Ratio.
 - d. Proportion.
 - e. Percents.
2. Units and Measurements for the Calculation of Drug Dosages
 - a. Metric and Household.
 - b. Apothecary and Household.
 - c. Apothecary and Metric.
3. Methods of Administration and Calculation.
 - a. Medication Administration.
 - b. Understanding Medication Orders.
 - c. Medication Administration Records.
 - d. Reading Medication Labels.
 - e. Calculating Doses Using Ratio-Proportion.
 - f. Dose Calculation Using the Formula Method.
 - g. Dose Calculation Using Dimensional Analysis (optional).
4. Oral and Parenteral Dose Forms, Insulin, and Pediatric Dose Calculations.
 - a. Calculation of Oral Medications.
 - b. Calculation of Parenteral Medications.
 - c. Calculations of Medications involving Powdered Drugs.
 - d. Administering Insulin.
 - e. Calculation of Pediatric Doses.

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

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

Percent of course: 0%

First term to be offered:

Specify term: Winter 2020

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Mathematics

Submitter

First Name: Stefan
Last Name: Baratto
Phone: 3325
Email: sbaratto

Course Prefix and Number: MTH - 060

Credits: 4

Contact hours

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

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

Course Title: Algebra I

Course Description:

Designed for review or for the beginner, this course is an introduction to topics in Algebra. Expressions, equations, inequalities, graphing, and functions are explored.

Type of Course: Developmental Education

Can this course be repeated for credit in a degree?

No

Are there prerequisites to this course?

Yes

Pre-reqs: MTH-020 with a C or better, or placement in MTH-060

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

No

Are there corequisites to this course?

No

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

No

Will this class use library resources?

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**

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 translate mathematical expressions from English to Algebra;
2. evaluate algebraic expressions;
3. solve linear equations and inequalities in one variable;
4. use set notation to describe sets;
5. determine and graph solution sets to linear equations in two variables;
6. use the language and notation of functions;
7. model and solve applications involving linear functions and rate of change.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Introduction to algebra.
2. Linear equations in one variable.
3. Sets and set notation.
4. Linear equations in two variables.
5. Functions.
6. Slope and rate of change.

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

Section #1 General Course Information

Department: Mathematics

Submitter

First Name: Mark
Last Name: Yannotta
Phone: 3335
Email: marky

Course Prefix and Number: MTH - 275

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: A Bridge to University Mathematics

Course Description:

This is a bridge course designed to help students transition from computation-based mathematics to the more proof-based curriculum typical of junior and senior collegiate-level mathematics courses. Students will construct and validate proofs, explore the nature of mathematics, and navigate some of the systems and conventions used within the mathematics community. May be repeated for up to 6 credits.

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? 6

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: MTH-251

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?

Yes

Area: Computation

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. develop and negotiate mathematical conventions to communicate ideas;
2. provide informal arguments to support or refute conjectures;
3. refine informal arguments to produce mathematical proofs;
4. use axioms to verify the existence or nonexistence of mathematical objects.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Mathematical conventions
2. Axiomatic-deductive systems
3. Proof validation
4. Proof construction

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

PSU (Portland State University)

OSU (Oregon State University) **UO (University of Oregon)**

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

How does it transfer? (Check all that apply)

general elective

other (provide details): LD Elective for Math Minor (UO and OSU only)

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

Section #1 General Course Information

Department: Music

Submitter

First Name: Lars

Last Name: Campbell

Phone: 3384

Email: lars.campbell

Course Prefix and Number: MUS - 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: Music Theory I

Course Description:

For non-majors and music majors. Presents functional harmony through written exercises, listening, and analysis. This is the second term of a three-term sequence, which includes voice leading, nonharmonic tones, three-voice and four-voice chorale writing, figured bass, and small melodic structures. Provides a thorough groundwork in the melodic, harmonic, and rhythmic elements of music.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Arts and Letters

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: MUS-111

**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?

Yes

Recommendations:

Requirements: First year music majors must take MUS-112 concurrently with MUS-112L, MUS-115, and MUS-128. This requirement does not affect non-music majors

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Winter**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. engage in focused, active listening, critical analysis, thoughtful interpretation, and creation of musical examples reflective of the conventional style periods covered (AL1);
2. make use of the creative process to produce written and/or live musical exercises, musical examples, and musical compositions (AL1);
3. critically analyze values and ethics related to the musical style periods, techniques, conventions, and surrounding issues in order to more fully engage in issues relevant to composition or tonal music anywhere in the world, aided by an understanding of relevant theory (AL 2).

**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

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.
3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

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**

✓ **Rubrics**

:

Major Topic Outline:

1. Tonic/dominant voice leading.
2. Phrase models.
3. Embellishing tones.
4. Chorale harmonization and figured bass.
5. Renaissance and Baroque Practices.

Does the content of this class relate to job skills in any of the following areas:

- | | |
|--------------------------------------|-----------|
| 1. Increased energy efficiency | No |
| 2. Produce renewable energy | No |
| 3. Prevent environmental degradation | No |
| 4. Clean up natural environment | No |

5. Supports green services **No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

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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?

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Which OUS schools will the course transfer to? (Check all that apply)

- EOU (Eastern Oregon University)
- PSU (Portland State University)
- OIT (Oregon Institute of Technology)
- SOU (Southern Oregon University)
- OSU (Oregon State University)
- UO (University of Oregon)
- OSU-Cascade
- WOU (Western Oregon University)

Identify comparable course(s) at OUS school(s)

Music Theory 1 or Lower Division transfer credit

How does it transfer? (Check all that apply)

- required or support for major
- general education or distribution requirement

:

Provide evidence of transferability: (minimum one, more preferred)

Other. Please explain.

transferability website, 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

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: Acceptance 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 2020**

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Nursing

Submitter

First Name: Carol
Last Name: Dodson
Phone: 0654
Email: carold@clackamas.edu

Course Prefix and Number: NRS - 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?

Yes

Recommendations:

Requirements: Acceptance 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:

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 2020

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Nursing

Submitter

First Name: Carol
Last Name: Dodson
Phone: 0654
Email: carold@clackamas.edu

Course Prefix and Number: NRS - 111

Credits: 3

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 33

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Foundations of Nursing in Chronic Illness I

Course Description:

This course introduces assessment and common interventions (including technical procedures) for patients with chronic illnesses common across the life span in multiple ethnic groups. The patient's and family's lived experience of the condition is explored. Clinical practice guidelines and research evidence are used to guide clinical judgments in care of individuals with chronic conditions. Multidisciplinary team roles and responsibilities are explored in the context of delivering safe, high quality health care to individuals with chronic conditions (includes practical and legal aspects of delegation). Cultural, ethical, legal and health care delivery issues are explored through case scenarios and clinical practice. Case exemplars include children with asthma, adolescents with a mood disorder, adults with type 2 diabetes, and older adults with dementia. The course includes classroom and clinical learning experiences.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): Nursing AAS

Are there prerequisites to this course?

Yes

Pre-reqs: NRS-110, NRS-110C, and NRS-230

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

Yes

Co-reqs: NRS-111C, NRS-231, and NRS-232

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements: Acceptance 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: Yes

When do you plan to offer this course?

✓ **Winter**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. conduct a health assessment that is family-centered and both developmentally and culturally appropriate and interpret, and use the resulting health data, focusing on:
 - a. mental and functional status, ADLs and IADLs,
 - b. coping/adaptive strategies used by patient/family,
 - c. lived experience of chronic illness, including recognition of stigma and its impact on vulnerability and maintaining health,
 - d. impact of condition on family functioning, and
 - e. specific lab value interpretation and medication concerns such as polypharmacy;
2. provide safe and effective, developmentally and culturally appropriate care to patients with chronic illness including:
 - a. safely and effectively assisting patients with ADLs and IADLs,
 - b. identifying and providing for comfort needs (physical and emotional),
 - c. teaching patients/families about interventions for managing symptoms such as chronic pain, fatigue,
 - d. teaching patients about self-assessment and self-management in highly prevalent chronic conditions, such as (but not limited to) congestive heart failure, dementia, type 2 diabetes, and depression, and
 - e. addressing basic questions about prognosis of illness;
3. develop and implement a family-centered plan of care for a patient with a chronic illness that incorporates evidence-based intervention strategies, assessment data, child and family developmental considerations, and demonstrates a deep understanding of the patient's perspective and illness experience within the framework of exacerbation, trajectory, and plateau;
4. apply ANA Code of Ethics in the care of persons with a chronic illness or disability,
5. identify roles and functions of members of the health care team in order to provide care for the chronically ill,
6. use therapeutic communication skills in the development of therapeutic relationships with patients and families,
7. recognize potential legal and ethical issues related to patient autonomy across the lifespan in at risk populations.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Characteristics of Chronic Illness.
2. Common interventions in dealing with chronic illness.
3. Chronic illnesses that are common across the life span.
4. Chronic illnesses that are common in Oregon.
5. Influence of ethnicity/culture on chronic illness.
6. Research guided clinical judgment.
7. Legal aspects of delegation.
8. Role of multi-disciplinary team members.
9. Ethical issues related to chronic illness.
10. Health policy for clients suffering with chronic illness.
11. Substance abuse.
12. Children suffering with asthma.
13. Adults with diabetes.
14. Dementia in older adults.

Does the content of this class relate to job skills in any of the following areas:

- | | |
|--------------------------------------|-----------|
| 1. Increased energy efficiency | No |
| 2. Produce renewable energy | No |
| 3. Prevent environmental degradation | No |
| 4. Clean up natural environment | No |
| 5. Supports green services | No |

Percent of course: 0%

First term to be offered:

Specify term: **Winter 2020**

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Nursing

Submitter

First Name: Carol
Last Name: Dodson
Phone: 0654
Email: carold@clackamas.edu

Course Prefix and Number: NRS - 111C

Credits: 3

Contact hours

Lecture (# of hours):
Lec/lab (# of hours):
Lab (# of hours): 90
Total course hours: 90

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Foundations of Nursing in Chronic Illness I Clinical

Course Description:

This course introduces assessment and common interventions (including technical procedures) for clients with chronic illnesses common across the life span in major ethnic groups within Oregon. The client's and family's lived experience of the condition is explored. Clinical practice guidelines and research evidence are used to guide clinical judgments in care of individuals with chronic conditions. Multidisciplinary team roles and responsibilities are considered in the context of delivering safe, high quality health care to individuals with chronic conditions (includes practical and legal aspects of delegation). Cultural, ethical, legal and health care delivery issues are explored through case scenarios and clinical practice. Case exemplars include children with asthma, adolescents with a mood disorder, adults with type 2 diabetes, and older adults with dementia. The course includes classroom and clinical learning experiences with simulation experience as part of total clinical hours.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): Nursing AAS

Are there prerequisites to this course?

Yes

Pre-reqs: NRS-110, NRS-110C, and NRS-230

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

Yes

Co-reqs: NRS-111, NRS-231, and NRS-232

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements: Acceptance 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:

Pass/No Pass Only

Audit: No

When do you plan to offer this course?

✓ **Winter**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. demonstrate age appropriate, culturally sensitive assessments on clients of all ages;
2. recognize and describe the characteristics of chronicity in relation to illness,
3. develop a teaching plan for the family experiencing a normal pregnancy,
4. identify and demonstrate interventions relating to the care of clients with chronic illness,
5. identify and apply research evidence in guiding clinical judgments in the care of the chronically ill,
6. demonstrate reflective thinking about their practice as a nursing student,
7. recognize the legal aspects of delegation,
8. identify cultural, ethical, health policy and healthcare delivery system issues.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Characteristics of Chronic Illness.
2. Common interventions in dealing with chronic illness.
3. Chronic illnesses that are common across the life span.
4. Chronic illnesses that are common in Oregon.
5. Influence of ethnicity/culture on chronic illness.
6. Research guided clinical judgment.
7. Legal aspects of delegation.
8. Role of multi-disciplinary team members.
9. Ethical issues related to chronic illness.

10. Health policy for clients suffering with chronic illness.
11. Substance abuse.
12. Children suffering with asthma.
13. Adults with diabetes.
14. Dementia in older adults.

Does the content of this class relate to job skills in any of the following areas:

- | | |
|--------------------------------------|-----------|
| 1. Increased energy efficiency | No |
| 2. Produce renewable energy | No |
| 3. Prevent environmental degradation | No |
| 4. Clean up natural environment | No |
| 5. Supports green services | No |

Percent of course: 0%

First term to be offered:

Specify term: **Winter 2020**

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Nursing

Submitter

First Name: Carol
Last Name: Dodson
Phone: 0654
Email: carold@clackamas.edu

Course Prefix and Number: NRS - 112

Credits: 2

Contact hours

Lecture (# of hours): 22
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 22

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Foundations of Nursing in Acute Care I

Course Description:

This course introduces the learner to assessment and common interventions (including relevant technical procedures) for care of patients across the lifespan who require acute care, including normal childbirth. Disease/illness trajectories and their translation into clinical practice guidelines and/or standard procedures are considered in relation to their impact on providing culturally sensitive, patient-centered care. Includes classroom and clinical learning experiences.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): Nursing AAS

Are there prerequisites to this course?

Yes

Pre-reqs: NRS-111, NRS-111C, NRS 231, and NRS-232

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

Yes

Co-reqs: NRS-112C and NRS-233

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements: Acceptance 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?

✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. conduct a culturally and age appropriate health assessment and interpret health data focusing on physiologic, developmental, and behavioral parameters of the disease trajectory, normal childbirth, and acute exacerbations of chronic conditions and their resolution, and the patient response to acute conditions/processes;
2. develop plans of care that are family/patient-centered, developmentally and culturally appropriate, using evidence including clinical practice guidelines and integrative literature reviews to implement care plans safely for patients with common acute conditions/processes:
 - a. manage common symptoms such as acute pain and acute anxiety,
 - b. follow evidence based procedures for performing skills safely,
 - c. use expected illness trajectory,
 - d. monitor progress toward recovery, occurrence of complications and patient's response to interventions;
3. identify potential legal and ethical issues related to patient decision-making and informed consent in acute care settings,
4. apply ANA Code of Ethics to care of patients with acute conditions/processes,
5. use therapeutic communication skills in the development of therapeutic relationships with patients and families,
6. identify roles and interact appropriately with members of the health care team involved in providing care to patients and families with acute conditions/processes,
7. discuss need for delegation of patient care with experienced nurses.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Characteristics of acute disease/illness.
2. Common interventions in responding to acute disease/illness.
3. Acute illnesses that are common across the life span.
4. Influence of ethnicity/culture on acute disease/illness.
5. Research-guided clinical judgment.
6. Role of multi-disciplinary team members in relation to the acutely ill client.
7. Ethical issues related to acute illness.
8. Perioperative Nursing.

- 9. Maternal-Child Nursing.
- 10. Cardiovascular, Respiratory, Endocrine, Renal/GU, Neurological, and GI Alterations.

Does the content of this class relate to job skills in any of the following areas:

- | | |
|--------------------------------------|-----------|
| 1. Increased energy efficiency | No |
| 2. Produce renewable energy | No |
| 3. Prevent environmental degradation | No |
| 4. Clean up natural environment | No |
| 5. Supports green services | No |

Percent of course: 0%

First term to be offered:

Specify term: Spring 2020

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Nursing

Submitter

First Name: Carol
Last Name: Dodson
Phone: 0654
Email: carold@clackamas.edu

Course Prefix and Number: NRS - 112C

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 in Acute Care I Clinical

Course Description:

This course introduces the learner to assessment and common interventions (including relevant technical procedures) for care of patients across the lifespan who require acute care, including natural childbirth. Disease/illness trajectories and their translation into clinical practice guidelines and/or standard procedures are considered in relation to their impact on providing culturally sensitive, client-centered care. Includes classroom and clinical learning experiences.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): Nursing AAS

Are there prerequisites to this course?

Yes

Pre-reqs: NRS-111, NRS-111C, NRS 231, and NRS-232

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

Yes

Co-reqs: NRS-112 and NRS-233

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements: Acceptance 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:

Pass/No Pass Only

Audit: No

When do you plan to offer this course?

✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. demonstrate age appropriate, culturally sensitive assessments on clients of all ages;
2. identify the characteristics of acute disease processes,
3. identify the stages of labor and delivery in a non-complicated child birth,
4. identify interventions relating to the care of clients with acute disease/illness,
5. use research evidence in guiding clinical judgments in the care of the acutely ill,
6. identify the role of the nurse and other members of the health care team in relation to a surgical procedure,
7. recognize the acute exacerbation of a chronic illness,
8. demonstrate reflective thinking about their practice as a student nurse,
9. identify cultural, ethical, health policy and healthcare delivery system issues.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Characteristics of acute disease/illness.
2. Common interventions in responding to acute disease/illness.
3. Acute illnesses that are common across the life span.
4. Influence of ethnicity/culture on acute disease/illness.
5. Research-guided clinical judgment.
6. Role of multi-disciplinary team members in relation to the acutely ill client.
7. Ethical issues related to acute illness.
8. Surgical patients.
9. Childbirth.

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**

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Nursing

Submitter

First Name: **Carol**
Last Name: **Dodson**
Phone: **0654**
Email: **carold@clackamas.edu**

Course Prefix and Number: NRS - 221

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: Chronic Illness II and End of Life

Course Description:

This course builds on Foundations of Nursing in Chronic Illness I. Chronic Illness II expands the student's knowledge related to family care giving, symptom management and end of life concepts. These concepts are a major focus and basis for nursing interventions with patients and families. Ethical issues related to advocacy, self-determination, and autonomy are explored. Complex skills associated with the assessment and management of concurrent illnesses and conditions are developed within the context of patient and family preferences and needs. Skills related to enhancing communication and collaboration as a member of an interprofessional team and across health care settings are further explored. Exemplars include patients with chronic mental illness and addictions as well as other chronic conditions and disabilities affecting functional status and family relationships. The course includes classroom and clinical learning experiences.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): Nursing AAS

Are there prerequisites to this course?

Yes

Pre-reqs: **NRS-222 and NRS-222C**

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

Yes

Co-reqs: NRS-221C

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements: Acceptance 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?

✓ **Winter**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. conduct a health assessment that is in-depth, evidence-based, family-centered, and both developmentally and culturally appropriate, interpret health data, focusing on:
 - a. functional issues associated with complexities of co-morbid conditions in relation to ADL's and IADL's,
 - b. manifestations of psychiatric diagnoses and their impact on patient self-care,
 - c. psychosocial issues and the impact of the illness on individual development and family function,
 - d. the patient's personal, social and cultural interpretation of the meaning of the illness and the impact on the patient's family,
 - e. capacity for and engagement in self-care,
 - f. opportunities for health behavior change;
2. applies evidence-based nursing practices in support of patient and family in self health care management across the lifespan to:
 - a. establish meaningful relationships with patients/families,
 - b. support patient and family in development of self-health care management,
 - c. address caregiver needs for preparedness and predictability with regards to the management of symptoms/manifestations for specific disorders,
 - d. assess family strengths and resources, caregiver role strain, and capacity to provide care;
3. incorporate measures to enhance quality of life in the plan of care by:
 - a. facilitating patient in developing their personal definition of quality of life,
 - b. addressing patient needs for preparedness and predictability;
4. identify and use community resources to provide support for the patient and family caregiving by:
 - a. supporting the patient in negotiating the health care settings,
 - b. assessing appropriateness of resources in meeting the patient/family needs (e.g. accessibility, financial feasibility, acceptability),
 - c. developing interprofessional collaboration for the provision of care;
5. communicate with agencies involved in patient care to assure continuity of care across settings (e.g. schools, day care, adult foster care, etc.) by:
 - a. negotiating with others to modify care,
 - b. advocating for patients;
6. utilize nursing- and inter-professional based-knowledge of death and dying trajectories to support patients/families across the life-span who are experiencing transitions at the end of life:
 - a. describing the epidemiology of dying (where, when, how people die), dying trajectories across the lifespan,
 - b. using developmentally and culturally appropriate communication with patients and families at EOL, c. using appropriate assessment techniques for individuals and

families experiencing life threatening illness;

7. analyze the impact of health care delivery system issues, policy and financing on individual and family health care needs for chronic illness and end of life care by:

- a. comparing basic funding mechanisms,
- b. identifying decision-making issues for chronic care based on funding resources,
- c. assessing appropriateness of resources in meeting the patient/family needs (e.g. accessibility, financial feasibility, acceptability).

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Concepts of increased complexity in chronic illness.
 - a. Symptom management in chronic illness and end of life.
 - b. Palliative care.
 - c. Case/Care management.
 - d. Chronic mental illness.
 - e. Substance abuse and addictions.
 - f. Ethical/legal considerations in chronic care/end of life.
 - g. Health care systems and financing.
2. Advocacy.
3. Communication.
4. Evidence-based best practices, e.g. core measures and National Patient Safety Goals [NPSG].

Does the content of this class relate to job skills in any of the following areas:

- | | |
|--------------------------------------|-----------|
| 1. Increased energy efficiency | No |
| 2. Produce renewable energy | No |
| 3. Prevent environmental degradation | No |
| 4. Clean up natural environment | No |
| 5. Supports green services | No |

Percent of course: 0%

First term to be offered:

Specify term: **Winter 2020**

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Nursing

Submitter

First Name: **Carol**
Last Name: **Dodson**
Phone: **0654**
Email: **carold@clackamas.edu**

Course Prefix and Number: NRS - 221C

Credits: 6

Contact hours

Lecture (# of hours):
Lec/lab (# of hours):
Lab (# of hours): 180
Total course hours: 180

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: Chronic Illness II and End of Life Clinical

Course Description:

This course builds on NRS-111 and expands the student's knowledge related to family care giving, symptom management and end of life concepts. These concepts are a major focus and basis for nursing interventions with patients and families. Ethical issues related to advocacy, self determination, and autonomy are explored. Complex skills associated with the assessment and management of concurrent illnesses and conditions are developed within the context of patient and family preferences and needs. Skills related to enhancing communication and collaboration as a member of an interdisciplinary team are further explored. Exemplars include patients with chronic mental illness and addictions as well as other chronic conditions and disabilities affecting functional status and family relationships. The course includes classroom and clinical learning experiences.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): Nursing AAS

Are there prerequisites to this course?

Yes

Pre-reqs: **NRS-222 and NRS-222C**

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

Yes

Co-reqs: NRS-221

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements: Acceptance 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:

Pass/No Pass Only

Audit: No

When do you plan to offer this course?

✓ Winter

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. identify interventions for symptom management in the care of the chronically ill patient,
2. recognize the ethical issues related to advocacy, self determination and autonomy in regard to care of the chronically ill or dying patient;
3. demonstrate collaboration with interdisciplinary teams,
4. identify the impact of individual and family development/cultural beliefs in relation to the delivery of care to the chronically ill or dying patient,
5. use research evidence in guiding clinical judgments in the care of the chronically ill or dying patient,
6. demonstrate reflective thinking about their own practice as a nursing student.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Nursing care of the chronically ill patient.
2. Evidence-based practice related to family care giving.
3. Symptom management.
4. Ethical issues related to advocacy, self determination and autonomy.
5. Complex skills in the care of the chronically ill or dying patient.
6. Effective communication with inter-disciplinary teams.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency **No**

- | | |
|--------------------------------------|----|
| 2. Produce renewable energy | No |
| 3. Prevent environmental degradation | No |
| 4. Clean up natural environment | No |
| 5. Supports green services | No |

Percent of course: 0%

First term to be offered:

Specify term: **Winter 2020**

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Nursing

Submitter

First Name: **Carol**
Last Name: **Dodson**
Phone: **0654**
Email: **carold@clackamas.edu**

Course Prefix and Number: NRS - 222

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: Nursing in Acute Care II & End of Life

Course Description:

This course builds on Nursing in Acute Care I, focusing on more complex and/or unstable patient care conditions, some of which may result in death. These patient care conditions require strong noticing and rapid decision making skills. Evidence base is used to support appropriate focused assessments, and effective, efficient nursing interventions. Life span and developmental factors, cultural variables, and legal aspects of care frame the ethical decision-making employed in patient choices for treatment or palliative care for disorders with an acute trajectory. Case scenarios incorporate prioritizing care needs, delegation and supervision, and family and patient teaching for either discharge planning or end-of-life care. Exemplars include acute conditions affecting multiple body systems. Includes classroom and clinical learning experiences.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): Nursing AAS

Are there prerequisites to this course?

Yes

Pre-reqs: **NRS-112, NRS-112C, and NRS-233**

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

Yes

Co-reqs: NRS-222C

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements: Acceptance 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 evidence-based assessment, using age, and developmentally and culturally appropriate communication skills by:
 - a. monitoring a variety of data and accurately interpreting obvious deviations from expected patterns in increasing complex acute conditions (e.g. co-morbidities, complications, high-risk pregnancies, acute psychosis, life threatening situations, diverse health beliefs);
 - b. recognizing potential problems and rapidly changing physiologic and behavioral situations,
 - c. recognizing pathophysiological changes and symptoms experienced by the patient which are associated with the dying process,
 - d. regularly monitoring patient's level of comfort and ability to manage symptoms and symptom distress;
 - e. assessing family's response to patient's illness,
 - f. recognizing impact of individual development, as well as family development and dynamics on physiologic and behavioral status;
2. develop and use evidence-based, individualized, developmentally appropriate interventions that are dynamic and based on changing needs of patient and family;
3. collaborate with health care team members to provide comfort and symptom management,
4. develop discharge plans in collaboration with patient, family, health care team members, and service providing agencies;
5. reflect on experiences in caring for patients with acute conditions.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Concepts of Complex Acute Care Nursing.
 - a. Clinical Judgment Model.
 - b. Care coordination.
 - c. communication.
 - d. symptom management.

- e. advocacy.
- f. teaching.
- g. evidence-based best practices.
- 2. Cardiovascular, Respiratory, Endocrine, Maternal-Child complications, Renal/GU, Neurological, and GI Alterations.
- 3. Trauma and Multisystem Failure.

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 2020

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Nursing

Submitter

First Name: Carol

Last Name: Dodson

Phone: 0654

Email: carold@clackamas.edu

Course Prefix and Number: NRS - 222C

Credits: 6

Contact hours

Lecture (# of hours):

Lec/lab (# of hours):

Lab (# of hours): 180

Total course hours: 180

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: Nursing in Acute Care II & End of Life Clinical

Course Description:

This course builds on NRS-112, and focuses on more complex and/or unstable patient care conditions, some of which may result in death. These patient care conditions require strong noticing and rapid decision making skills. Evidence base is used to support appropriate focused assessments, and effective, efficient nursing interventions. Life span and developmental factors, cultural variables, and legal aspects of care frame the ethical decision-making employed in patient choices for treatment or palliative care within the acute care setting. Case scenarios incorporate prioritizing care needs, delegation and supervision, and family and patient teaching for either discharge planning or end-of-life care. Exemplars include acute conditions affecting multiple body systems. Includes classroom and clinical learning experiences.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): Nursing AAS

Are there prerequisites to this course?

Yes

Pre-reqs: NRS-112, NRS-112C, and NRS-233

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

Yes

Co-reqs: NRS-222

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements: Acceptance 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:

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. conduct evidence-based assessment, using age, and developmentally and culturally appropriate communication skills, specifically by:
 - a. monitoring a variety of data and accurately interpreting obvious deviations from expected patterns in increasingly complex acute conditions (e.g. co-morbidities, complications, high-risk pregnancies, acute psychosis, life threatening situations, diverse health beliefs),
 - b. recognizing potential problems and rapidly changing physiologic and behavioral situations,
 - c. recognizing pathophysiological changes and symptoms experienced by the patient which are associated with the dying process,
 - d. regularly monitoring patient's level of comfort and ability to manage symptoms and symptom distress,
 - e. assessing family's response to client's illness,
 - f. recognizing impact of individual development, as well as family development and dynamics on physiologic and behavioral status;
2. developing and using evidence-based, individualized, developmentally appropriate interventions that are dynamic and based on changing needs of patient and family;
3. collaborating with health care team members to provide comfort and symptom management,
4. developing discharge plans in collaboration with patient, family and health care team members;
5. reflecting on experiences in caring for patients with acute conditions.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Nursing care of the acutely ill patient.
2. Evidence-based practice related to acute care practices and delivery of care to unstable patients.
3. Symptom management.
4. Life span, developmental factors, cultural variables and legal aspects of care that frame the ethical decision-making employed in patient choices for treatment or palliative care within the acute care setting.

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 2020**

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Nursing

Submitter

First Name: Carol
Last Name: Dodson
Phone: 0654
Email: carold@clackamas.edu

Course Prefix and Number: NRS - 224

Credits: 2

Contact hours

Lecture (# of hours): 22
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 22

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Integrative Practicum

Course Description:

This course is designed to formalize the clinical judgments, knowledge and skills necessary in safe, registered nurse practice. Faculty/Clinical Teaching Associate/Student Triad Model provides a context that allows the student to experience the nursing role in a selected setting, balancing demands of professional nursing and lifelong learner. Analysis and reflection throughout the clinical experience provide the student with evaluative criteria against which they can judge their own performance and develop a practice framework. Includes seminar, self-directed study and clinical experience.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): Nursing AAS

Are there prerequisites to this course?

Yes

Pre-reqs: NRS-221 and NRS-221C

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

Yes

Co-reqs: NRS-224C

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements: Acceptance 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?

✓ **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. make sound clinical judgments based on an increasingly complex knowledge base and experience in care selected populations,
2. set priorities in the provision of care with attention to patient needs and available resources,
3. practice self-reflection and self-analysis and identify areas for improvement,
4. advocate for inclusion of patient/family uniqueness in all aspects of care,
5. regularly evaluate and augment own leadership in collaboration with interprofessional and team situations in the selected population,
6. delegate to and evaluate others ensuring that the task is within their scope of practice,
7. access, evaluate and integrate new learning into practice;
8. articulate a vision of nursing practice to exemplify quality of care,
9. demonstrate competent performance when evaluated against national standards and criteria accepted in selected populations and/or settings.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Precepted clinical experience.
2. Safe registered nurse practice.
3. Balancing demands of the job and personal needs.
4. Analysis and reflection of nursing practice.
5. Financial responsibilities of the nurse in the delivery of health care.

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

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Nursing

Submitter

First Name: Carol
Last Name: Dodson
Phone: 0654
Email: carold@clackamas.edu

Course Prefix and Number: NRS - 224C

Credits: 7

Contact hours

Lecture (# of hours):
Lec/lab (# of hours):
Lab (# of hours): 210
Total course hours: 210

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: Integrative Practicum Clinical

Course Description:

This course is designed to formalize the clinical judgments, knowledge and skills necessary in safe, registered nurse practice. Faculty/Clinical Teaching Associate/Student Triad Model provides a context that allows the student to experience the nursing work world in a selected setting, balancing demands of job and lifelong learner. Analysis and reflection throughout the clinical experience provide the student with evaluative criteria against which they can judge their own performance and develop a practice framework. Includes seminar, self-directed study and clinical experience.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): Nursing AAS

Are there prerequisites to this course?

Yes

Pre-reqs: NRS-221 and NRS-221C

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

Yes

Co-reqs: NRS-224

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements: Acceptance 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:

Pass/No Pass Only

Audit: No

When do you plan to offer this course?

✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. practice the clinical judgments, knowledge and skills necessary in safe, registered nurse practice;
2. analyze and reflect on their own practice,
3. understand the financial responsibilities of the nurse in regard to health care delivery,
4. identify ways in which they can remain life long learners,
5. identify effective strategies to balance the demands of the job with personal life issues.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Precepted clinical experience.
2. Safe registered nurse practice.
3. Balancing demands of the job and personal needs.
4. Analysis and reflection of nursing practice.
5. Financial responsibilities of the nurse in the delivery of health care.

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**

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Nursing

Submitter

First Name: Carol

Last Name: Dodson

Phone: 0654

Email: carold@clackamas.edu

Course Prefix and Number: NRS - 230

Credits: 3

Contact hours

Lecture (# of hours): 33

Lec/lab (# of hours):

Lab (# of hours):

Total course hours: 33

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Clinical Pharmacology I

Course Description:

This course introduces the theoretical background that enables students to provide safe and effective care related to drugs and natural products to persons throughout the lifespan. It includes the foundational concepts of principles of pharmacology, nonopioid analgesics, and antibiotics, as well as additional classes of drugs. Students will learn to make selected clinical decisions in the context of nursing regarding using current, reliable sources of information, understanding of pharmacokinetics and pharmacodynamics, developmental physiologic considerations, monitoring and evaluating the effectiveness of drug therapy, teaching persons from diverse populations regarding safe and effective use of drugs and natural products, intervening to increase therapeutic benefits and reduce potential negative effects, and communicating appropriately with other health professionals regarding drug therapy. Drugs are studied by therapeutic or pharmacological class using an organized framework.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): Nursing AAS

Are there prerequisites to this course?

No

Are there corequisites to this course?

Yes

Co-reqs: NRS-110 and NRS-110C

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements: Acceptance 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. use current, reliable sources of information to access pertinent information about drugs and natural products, focusing on:
 - a. identify appropriate reliable sources of information in specific nursing situations,
 - b. use a current comprehensive drug information source to demonstrate accurate rapid retrieval of pertinent information;
2. evaluate the effectiveness of drug therapy, focusing on:
 - a. selection and interpretation of basic focused nursing assessments to detect therapeutic effects, side effects and adverse reactions, and drug-drug, drug-food, and drug-natural product interactions for specific classes of drugs;
 - b. surveillance for vulnerability to negative effects of specific classes of drugs based on age, developmental physiology, and concurrent pathophysiology, psychopathology or other factors;
3. teach patients, family members, and others from diverse populations regarding safe and effective use of drugs and natural products, focusing on:
 - a. self-management of specific classes of over-the-counter and prescription drugs that are used episodically,
 - b. self-management of specific classes of drugs that are taken for chronic conditions,
 - c. how the action of specific classes of drugs relates to developmental, maturational, aging, neurochemical, and pathophysiological processes, or normal physiology;
 - d. which side/adverse effects of specific classes of drugs and natural products to self-manage and which ones to report to health professionals, and how to avoid or recognize drug-drug, drug-food, and drug-natural product interactions with specific classes of drugs;
4. identify appropriate nursing interventions to increase therapeutic benefits and reduce potential negative effects of drug therapy, focusing on:
 - a. identification of basic non-pharmacological nursing interventions that potentially enhance the effectiveness of specific classes of drugs and assessment of barriers to adherence to drug therapy with specific classes of drugs,
5. communicate appropriately with other health professionals regarding drug therapy, focusing on:
 - a. using appropriate technical language related to pharmacology,
 - b. explaining drug mechanisms of action and their relationship to normal physiology, and reporting pertinent information about an individual's response to specific classes of drugs or natural products.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Safe, effective care related to drugs and natural products.
2. Reliable resources for information regarding medication administration.

3. Pharmacokinetics and pharmacodynamics.
4. Physiological considerations of medication administration.
5. Pharmacological classifications of medications.
6. Mathematics surrounding medication administration.
7. Polypharmacy, lifespan considerations, over the counter medications, immunomodulated medications, analgesics (non-opioids/opioids), antimicrobials, cardiovascular, endocrine medications.

Does the content of this class relate to job skills in any of the following areas:

- | | |
|--------------------------------------|-----------|
| 1. Increased energy efficiency | 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 2020**

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Nursing

Submitter

First Name: Carol
Last Name: Dodson
Phone: 0654
Email: carold@clackamas.edu

Course Prefix and Number: NRS - 231

Credits: 3

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 33

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Clinical Pharmacology II

Course Description:

This sequel to Clinical Pharmacology I continues to provide the theoretical background that enables students to provide safe and effective nursing care related to drugs and natural products to persons throughout the lifespan. Students will learn to make selected clinical decisions in the context of nursing regarding using current, reliable sources of information, monitoring and evaluating the effectiveness of drug therapy, teaching persons from diverse populations regarding safe and effective use of drugs and natural products, intervening to increase therapeutic benefits and reduce potential negative effects, and communicating appropriately with other health professionals regarding drug therapy. The course addresses additional classes of drugs and related natural products not contained in NRS-230, Clinical Pharmacology I.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): Nursing AAS

Are there prerequisites to this course?

Yes

Pre-reqs: NRS-110, NRS-110C, and NRS-230

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

Yes

Co-reqs: NRS-111, NRS-111C, and NRS-232

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements: Acceptance 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?

✓ Winter

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. identify safe practices/principles in relation to medication administration to patients across the lifespan,
2. understand pharmacokinetics and pharmacodynamics,
3. use current, reliable sources of information when making decisions regarding medication administration;
4. compute mathematical calculations related to the safe delivery of medications,
5. demonstrate understanding of physiological conditions that affect medication administration, absorption and effect.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Safe, effective care related to drugs and natural products.
2. Reliable resources for information regarding medication administration.
3. Pharmacokinetics and pharmacodynamics.
4. Physiological considerations of medication administration.
5. Pharmacological classifications of medications.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency **No**
2. Produce renewable energy **No**
3. Prevent environmental degradation **No**

- | | |
|---------------------------------|-----------|
| 4. Clean up natural environment | No |
| 5. Supports green services | No |

Percent of course: 0%

First term to be offered:

Specify term: **Winter 2020**

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Nursing

Submitter

First Name: Carol
Last Name: Dodson
Phone: 0654
Email: carold@clackamas.edu

Course Prefix and Number: NRS - 232

Credits: 3

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 33

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Pathophysiological Processes I

Course Description:

This course introduces pathophysiological processes that contribute to many different disease states across the lifespan and human responses to those processes. It includes the foundational concepts of cellular adaptation, injury, and death; inflammation and tissue healing; fluid and electrolyte imbalances; and physiologic response to stressors, as well as additional pathophysiological processes. Students will learn to make selective clinical decisions in the context of nursing regarding using current, reliable sources of pathophysiology information, selecting and interpreting focused nursing assessments based on knowledge of pathophysiological processes, teaching persons from diverse populations regarding pathophysiological processes, and communicating with other health professionals regarding pathophysiological processes.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): Nursing AAS

Are there prerequisites to this course?

Yes

Pre-reqs: NRS-110, NRS-110C, and NRS-230

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

Yes

Co-reqs: NRS-111, NRS-111C, and NRS-231

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements: Acceptance into the CCC nursing program

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F Only

Audit: Yes

When do you plan to offer this course?

✓ **Winter**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. identify the pathophysiological processes that contribute to many different disease states across the lifespan and human responses to those processes;
2. utilize current, reliable sources of pathophysiology information which will be the foundation for assessments and client education;
3. demonstrate a focused assessment based on the knowledge of pathophysiological processes;
4. teach persons from diverse populations regarding selected pathophysiological processes;
5. demonstrate communication skills with other health care professionals regarding pathophysiological processes of clients.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Pathophysiological processes that contribute to many different disease states across the lifespan and human responses to those processes.
2. Reliable sources of pathophysiology information.
3. Focused assessments.
4. Teaching plans for diverse populations.
5. Communication with other health care professionals regarding pathophysiological processes.

Does the content of this class relate to job skills in any of the following areas:

- | | |
|--------------------------------------|-----------|
| 1. Increased energy efficiency | No |
| 2. Produce renewable energy | No |
| 3. Prevent environmental degradation | No |
| 4. Clean up natural environment | No |
| 5. Supports green services | No |

Percent of course: 0%

First term to be offered:

Specify term: Winter 2020

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Nursing

Submitter

First Name: Carol
Last Name: Dodson
Phone: 0654
Email: carold@clackamas.edu

Course Prefix and Number: NRS - 233

Credits: 3

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 33

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Pathophysiological Processes II

Course Description:

This sequel to NRS-232, Pathophysiological Processes I continues to explore pathophysiological processes that contribute to disease states across the lifespan and human responses to those processes. Students will learn to make selected clinical decisions in the context of nursing regarding using current, reliable sources of pathophysiology information, selecting and interpreting focused nursing assessments based on knowledge of pathophysiological processes, teaching persons from diverse populations regarding pathophysiological processes, and communicating with other health professionals regarding pathophysiological processes. The course addresses additional pathophysiological processes not contained in Pathophysiological Processes I.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): Nursing AAS

Are there prerequisites to this course?

Yes

Pre-reqs: NRS-111, NRS-111C, NRS-231, and NRS-232

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

Yes

Co-reqs: NRS-112 and NRS-112C

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements: Acceptance 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?

✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. identify the pathophysiological processes that contribute to many different disease states across the lifespan and human responses to those processes,
2. use current, reliable sources of pathophysiology information which will be the foundation for assessments and patient education;
3. demonstrate a focused assessment based on the knowledge of pathophysiological processes,
4. develop a teaching plan for diverse populations regarding pathophysiological processes,
5. demonstrate communication skills with other health care professionals regarding pathophysiological processes of patients.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Pathophysiological processes that contribute to many different disease states across the lifespan and human responses to those processes.
2. Reliable sources of pathophysiology information.
3. Focused assessments.
4. Teaching plans for diverse populations.
5. Communication with other health care professionals regarding pathophysiological processes.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency **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**

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Sciences

Submitter

First Name: James
Last Name: Dickinson
Phone: 3350
Email: jamesd

Course Prefix and Number: PH - 121

Credits: 4

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours): 33
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: Astronomy

Course Description:

A lab course including the history of astronomy, the Earth and moon, all planets in our solar system, along with asteroids, meteors and comets.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Science & Computer Science

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

Yes

Pre-reqs: MTH-065 or MTH-098 with a C or better or placement in MTH-095; WRD-090 or placement in WRD-098.

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

- ✓ **Fall**
- ✓ **Winter**
- ✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

Yes

Course Number: GS-107 Title: Astronomy

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. applying and analyzing scientific knowledge using the scientific method, including assessing the strengths and weaknesses of scientific studies; (SC1) (SC2) (SC3)
 2. define and apply vocabulary necessary to discuss and analyze astronomy articles in newspapers, magazines, Internet, etc.; (SC1)
 3. identify and evaluate the changes in scientific models of the solar system and examine the influence of these models on human society; (SC1) (SC2) (SC3)
 4. describe the phases of the moon and evaluate theories about the origin of the moon; (SC1) (SC2)
 5. evaluate information to compare and contrast the planets and moons in our solar system;(SC1) (SC2)
 6. analyze evidence to identify comets, asteroids, meteorites and outline theories of formation of solar systems. (SC1) (SC2)
-

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:**WR: Writing Outcomes**

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
2. Locate, evaluate, and ethically utilize information to communicate effectively.
3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.
2. Respond to the needs of diverse audiences and contexts.
3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.
2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.
2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.
2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

- S** 1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
- S** 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.
- S** 3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:**✓ General Examination**

✓ Writing Assignments

✓ Multiple Choice Test

✓ Performances/Simulation**✓ Other Assessment Tools:** Laboratory assignments**Major Topic Outline:**

1. The night sky and the history of astronomy.
2. Telescopes and light; the electromagnetic spectrum.
3. The Earth and our moon.
4. Mercury.
5. Venus.
6. Mars.
7. Jupiter.
8. Saturn.
9. Uranus.
10. Neptune.
11. Comets, meteorites and asteroids.
12. Formation of our solar systems and detection of other solar 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)

- | | |
|--|--|
| <input checked="" type="checkbox"/> EOU (Eastern Oregon University) | <input checked="" type="checkbox"/> PSU (Portland State University) |
| <input checked="" type="checkbox"/> OIT (Oregon Institute of Technology) | <input checked="" type="checkbox"/> SOU (Southern Oregon University) |
| <input checked="" type="checkbox"/> OSU (Oregon State University) | <input checked="" type="checkbox"/> UO (University of Oregon) |
| <input checked="" type="checkbox"/> OSU-Cascade | <input checked="" type="checkbox"/> WOU (Western Oregon University) |

Identify comparable course(s) at OUS school(s)

OIT
PHY 215 Topics in Astronomy

OSU
PH 205 *SOLAR SYSTEM ASTRONOMY

UO
ASTR 121 The Solar System

How does it transfer? (Check all that apply)

- general education or distribution requirement
- general elective
- :

Provide evidence of transferability: (minimum one, more preferred)

Other. Please explain.

Transfer web sites

EOU
SCI LDT Lower Division Transfer Gen Ed-Nat/Math/Info Sciences
https://ssb-prod.ec.eou.edu/PROD/EOU_Transfer_Equiv.P_Dispatch_By_Match

OIT
PHY 215 Topics in Astronomy
https://ssb-prod.ec.oit.edu/PROD/oitcas_web.p_DispatchEquivalencies

OSU
PH 205 *SOLAR SYSTEM ASTRONOMY
<https://admissions.oregonstate.edu/course-equivalencies-clackamas-community-college>

SOU
PH LDT Lower Division Transfer Science Exploration - - Min 2 lab courses/11 qtr credits required
https://ssb-prod.ec.sou.edu/PROD/SOU_Transfer_Equiv.P_Proc_By_Match_Inst

UO
ASTR 121 The Solar System
<https://registrar.uoregon.edu/transfer-students#transfer-course-equivalencies>

WOU
GS 1XX GENERAL SCI L/D ELECTIVE TRN
https://ssb-prod.ec.wou.edu/PROD/wou_web.p_trans_artic

PSU
<https://www.transferology.com>

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

Section #1 General Course Information

Department: Social Sciences

Submitter

First Name: James
Last Name: Hite
Phone: 6121
Email: jhite@clackamas.edu

Course Prefix and Number: PS - 200

Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Introduction to Political Science

Course Description:

A general introduction to the field of political science. Introduces and expands on basic political concepts and themes, explores political theory and ideology, and considers the dynamics of political institutions and government and how both are integrated into political life.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Social Science
 Cultural Literacy

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations: WRD-098 or placement in WR-121

Requirements:

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)*

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**

✓ **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. demonstrate an understanding of the different types and functions of political and governmental institutions; (SS1) (CL1)
 2. describe the major political ideologies and theoretical constructs of the discipline; (SS1) (SS2) (CL1)
 3. critically discuss and write about the major introductory themes of political science; (SS1)
 4. describe the social, physical, and cultural environment of politics; (SS1) (SS2) (CL1)
 5. identify and describe the major tenets, concerns, and approaches used in the primary subfields of political science, including American government and politics, comparative politics, international relations, and political theory; (SS1) (SS2) (CL1)
 6. analyze political phenomena by evaluating information, evidence, argument, and/or theory to draw logical conclusions or implications. (SS1)
-

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

1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

- ✓ **Projects**
- ✓ **Writing Assignments**
- ✓ **Multiple Choice Test**

:

Major Topic Outline:

1. The Science of Political Science
2. Legitimacy and Sovereignty
3. Political Socialization, Participation, and Rights
4. Ideologies
5. Dictatorships and Authoritarian States
6. Political Values of Political Actors and Governmental Actors
7. National Politics: Culture, Constitutions, Citizens
8. International Politics and the Global Community
9. War and Peace in the Modern Age
10. Comparative Politics
11. The Major Tenets of the Subfields of Political Science

Does the content of this class relate to job skills in any of the following areas:

- | | |
|--------------------------------------|-----------|
| 1. Increased energy efficiency | No |
| 2. Produce renewable energy | No |
| 3. Prevent environmental degradation | No |
| 4. Clean up natural environment | No |
| 5. Supports green services | No |

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

- PSU (Portland State University)
- SOU (Southern Oregon University)
- OSU (Oregon State University)
- UO (University of Oregon)
- OSU-Cascade
- WOU (Western Oregon University)

Identify comparable course(s) at OUS school(s)

Transferology and course catalog comparison.

How does it transfer? (Check all that apply)

- general education or distribution requirement
- general elective
- :

Provide evidence of transferability: (minimum one, more preferred)

- Other. Please explain.

course catalogs

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Social Sciences

Submitter

First Name: James
Last Name: Hite
Phone: 6121
Email: jhite@clackamas.edu

Course Prefix and Number: PS - 201

Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: American Government and Politics

Course Description:

Examines the founding principles of the American government, as well as the Constitution, the separation of powers, and the three branches of government, political parties and elections, and the role of interest groups and the media in the political process. In addition, assesses the growing power of the executive branch, the expansion and reach of the federal bureaucracy, governmental policies, and the civil liberties and civil rights of American citizens.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Social Science

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations: WRD-090 or placement in WRD-098

Requirements:

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**

✓ **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. identify the concepts on which the Constitution is based; (SS2)
 2. summarize the essential functions of the presidency, Congress, Supreme Court, and the federal bureaucracy; (SS2)
 3. identify key issues and difficulties related to the process of governing; (AL2) (SS1) (SS2)
 4. identify key socioeconomic factors that affect political identity and behavior; (AL2) (SS1) (SS2)
 5. describe the process of elections; (SS2)
 6. explain key issues and problems regarding civil rights and civil liberties; (AL2)(SS1) (SS2)
 7. explain the role of political parties, interest groups, and the media in the U.S. political system; (AL2) (SS2)
 8. describe the fundamentals of public policy; (SS2)
 9. analyze political phenomena by evaluating information, evidence, argument, and/or theory to draw logical conclusions or implications. (SS1)
-

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:**WR: Writing Outcomes**

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
 2. Locate, evaluate, and ethically utilize information to communicate effectively.
- P** 3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.
2. Respond to the needs of diverse audiences and contexts.
3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.
2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.
- S** 2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

- S** 1. Apply analytical skills to social phenomena in order to understand human behavior.
- S** 2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.
3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

- | | |
|------------------------------|-------------------------------|
| ✓ General Examination | ✓ Projects |
| ✓ Presentations | ✓ Writing Assignments |
| | ✓ Multiple Choice Test |
| ✓ Rubrics | |

:

Major Topic Outline:

1. Introduction to American Government and Politics.
2. Political Culture and Democracy.
3. The Articles of Confederation, the Constitution and Federalism.
4. Civil Liberties and Civil Rights.
5. Civil Liberties and Civil Rights.
6. Public Opinion, Participation and Voting.
7. Political Parties, Elections, Interest Groups and the Media.
8. Congress.
9. The Executive and the Federal Bureaucracy.
10. The Judiciary.
11. Public Policy.

Does the content of this class relate to job skills in any of the following areas:

- | | |
|--------------------------------------|-----------|
| 1. Increased energy efficiency | No |
| 2. Produce renewable energy | No |
| 3. Prevent environmental degradation | No |
| 4. Clean up natural environment | No |
| 5. Supports green services | No |

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

PSU (Portland State University)

OSU (Oregon State University) **UO (University of Oregon)**
 OSU-Cascade **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

Existing course; equivalent to PS 201 at OSU, WOU, and U of O. The PSU equivalent is PS 101 and PS 102 combined.

How does it transfer? (Check all that apply)

- required or support for major**
- general education or distribution requirement**
- general elective**
- :

Provide evidence of transferability: (minimum one, more preferred)

Other. Please explain.

Catalog comparison.

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Social Sciences

Submitter

First Name: James
Last Name: Hite
Phone: 6121
Email: jhite@clackamas.edu

Course Prefix and Number: PS - 203

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: State and Local Governments

Course Description:

Introduces students to state and local governments in the United States, with an emphasis on Oregon politics at the state and local level. Assesses the structure, functions, and processes of state, county, and municipal governments, as well as the role of the legislative, executive, and judicial branches of government and the separation of powers at the state level. In addition, examines the role of political parties, elections, and the public policy process at the state and local level.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Social Science

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations: WRD-090 or placement in WRD-098

Requirements:

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

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 system of federalism, as well as the advantages and disadvantages of federalism; (CL1) (SS1) (SS2)
 2. compare and contrast state constitutions with the U.S. Constitution; (SS1) (SS2)
 3. describe the referendum and initiative process; (SS1) (SS2)
 4. identify the functions of state legislatures; (SS1) (SS2)
 5. identify the elected state executives and the functions of each office; (SS1) (SS2)
 6. discuss the functions of state and local judiciary; (SS1) (SS2)
 7. analyze political phenomena by evaluating information, evidence, argument, and/or theory to draw logical conclusions or implications. (SS1)
-

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

- C** 1. Apply analytical skills to social phenomena in order to understand human behavior.
- C** 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**
- ✓ **Multiple Choice Test**

:

Major Topic Outline:

1. Functions and principles of state constitutions.
2. Federalism.
3. Principal functions of the three branches of state government.
4. Introduction of the referendum and initiative process.
5. Voting and elections at the state and local level.
6. Political parties, interest groups and the media at the state and local level.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency **No**
2. Produce renewable energy **No**
3. Prevent environmental degradation **No**

- 4. Clean up natural environment **No**
- 5. Supports green services **No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

PSU (Portland State University)

- OSU (Oregon State University)**
- OSU-Cascade**
- UO (University of Oregon)**
- WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

How does it transfer? (Check all that apply)

- required or support for major**
- general education or distribution requirement**
- general elective**
- :

Provide evidence of transferability: (minimum one, more preferred)

Other. Please explain.

Catalog comparison.

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

Section #1 General Course Information

Department: Social Sciences

Submitter

First Name: James
Last Name: Hite
Phone: 6121
Email: jhite@clackamas.edu

Course Prefix and Number: PS - 204

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 Comparative Politics

Course Description:

Explores the various ideologies, institutions, and processes that constitute the nation-states that make up the world political system. Introduces students to the comparative method of political science. Assesses the fundamental differences between presidential and parliamentary systems, and the various political systems and governments around the world within the context of current world politics. In addition, examines the creation, the role, and the development of political and government institutions from a comparative perspective.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Social Science

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations: WRD-090 or placement in WRD-098

Requirements:

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)*

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: 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 the comparative method of political science; (SS2)
 2. identify and assess the development of political institutions; (SS1) (SS2)
 3. identify the ways in which executive, legislative, and judicial institutions function within various nation-states; (SS1) (SS2)
 4. compare and contrast presidential, parliamentary, and hybrid systems and the ways in which each of the types of systems functions; (SS2)
 5. identify key political and government actors and institutions operating around the world today; (SS2)
 6. compare and contrast the ways in which various political systems and government institutions function around the world; (SS1) (SS2)
 7. analyze political phenomena by evaluating information, evidence, argument, and/or theory to draw logical conclusions or implications. (SS1)
-

**AAOT/ASOT GENERAL EDUCATION OUTCOMES
COURSE OUTLINE MAPPING CHART**

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
 2. Locate, evaluate, and ethically utilize information to communicate effectively.
- P** 3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.
2. Respond to the needs of diverse audiences and contexts.
3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.
2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.
- S** 2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

- S** 1. Apply analytical skills to social phenomena in order to understand human behavior.
- S** 2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.
3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

- | | |
|------------------------------|-------------------------------|
| ✓ General Examination | ✓ Projects |
| ✓ Presentations | ✓ Writing Assignments |
| | ✓ Multiple Choice Test |

:

Major Topic Outline:

1. Constitutions, Institutions, and Political Systems.
2. Presidential, Parliamentary, and Hybrid Systems.
3. Power in Politics.
4. Politics and Political Systems Around the World.
5. Current World Politics.

Does the content of this class relate to job skills in any of the following areas:

- | | |
|--------------------------------------|-----------|
| 1. Increased energy efficiency | No |
| 2. Produce renewable energy | No |
| 3. Prevent environmental degradation | No |
| 4. Clean up natural environment | No |

5. Supports green services **No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

- PSU (Portland State University)
- SOU (Southern Oregon University)
- OSU (Oregon State University)
- UO (University of Oregon)
- OSU-Cascade
- WOU (Western Oregon University)

Identify comparable course(s) at OUS school(s)

How does it transfer? (Check all that apply)

- required or support for major
- general education or distribution requirement
- general elective
- :

Provide evidence of transferability: (minimum one, more preferred)

- Other. Please explain.

Catalog review and online transfer service.

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

Section #1 General Course Information

Department: Social Sciences

Submitter

First Name: James
Last Name: Hite
Phone: 6121
Email: jhite@clackamas.edu

Course Prefix and Number: PS - 205

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: International Relations

Course Description:

Introduces theoretical and methodological tools for the analysis of contemporary world politics. Explores international relations by examining the institutions that constitute the international system. In addition, examines international institutions and nation-state behavior and surveys foreign policy models, diplomacy, peacekeeping and terrorism.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Social Science

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations: WRD-090 or placement in WRD-098

Requirements:

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

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. discuss systems analysis as applied to international relations; (SS1) (SS2)
 2. identify the principal political actors and institutions in international relations, including IGO's and NGO's; (CL1) (SS1) (SS2)
 3. discuss the history and main causes of regional conflict and cooperation; (CL1) (SS1) (SS2)
 4. describe the way in which various nation-states and alliances interact in the international system;
 5. discuss the significance of the United States on the world stage;
 6. analyze political phenomena by evaluating information, evidence, argument, and/or theory to draw logical conclusions or implications. (SS1)
-

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

- C** 1. Apply analytical skills to social phenomena in order to understand human behavior.
- C** 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:

- ✓ **General Examination** ✓ **Projects**
 ✓ **Writing Assignments**
 ✓ **Multiple Choice Test**

:

Major Topic Outline:

1. Introduction to International Relations Theories.
2. International Governmental Institutions (IGO's) and Nongovernmental Organizations (NGO's).
3. Human and Economic Security
4. Global Environmental Issues.
5. Conflict, War, and Terrorism.
6. Globalization and International Relations.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency **No**
2. Produce renewable energy **No**
3. Prevent environmental degradation **No**

- 4. Clean up natural environment **No**
- 5. Supports green services **No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

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If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

- PSU (Portland State University)
- SOU (Southern Oregon University)
- OSU (Oregon State University)
- UO (University of Oregon)
- OSU-Cascade
- WOU (Western Oregon University)

Identify comparable course(s) at OUS school(s)

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)

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

Section #1 General Course Information

Department: Social Sciences

Submitter

First Name: James
Last Name: Hite
Phone: 6121
Email: jhite@clackamas.edu

Course Prefix and Number: PS - 225

Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Introduction to Political Ideologies

Course Description:

Introduces students to various ideological constructs; the origins and development of various political ideologies; the political theorists identified with specific ideologies; and examines the role of ideology in modern politics and governance.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Social Science

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations: WRD-090 or placement in WRD-098

Requirements:

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)*

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Not every term**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. discuss the history of the concepts 'ideology' and 'democracy;' (CL1) (SS1) (SS2)
 2. evaluate the principal tenets of various ideologies; (CL1) (SS1) (SS2)
 3. compare and contrast between various ideological perspectives; (CL1) (SS1) (SS2)
 4. apply ideological perspectives to contemporary politics; (SS1) (SS2)
 5. analyze political phenomena by evaluating information, evidence, argument, and/or theory to draw logical conclusions or implications. (SS1)
-

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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As a result of completing the AAOT/ASOT general education requirements, students will be able to:**WR: Writing Outcomes**

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
2. Locate, evaluate, and ethically utilize information to communicate effectively.
3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.
2. Respond to the needs of diverse audiences and contexts.
3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.
2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.
2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

- S** 1. Apply analytical skills to social phenomena in order to understand human behavior.
- S** 2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.
3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

- C** 1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

- ✓ **General Examination** ✓ **Projects**
 ✓ **Writing Assignments**
 ✓ **Multiple Choice Test**

:

Major Topic Outline:

1. Introduction to Political Ideology.
2. Origins of, and Various Theorists Linked to, a Variety of Ideologies.
3. Tenets of Liberalism.
4. Tenets of Conservatism.
5. Tenets of Socialism.
6. Tenets of Fascism.
7. Tenets of Environmentalism.
8. Tenets of Feminism.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency **No**

- 2. Produce renewable energy **No**
- 3. Prevent environmental degradation **No**
- 4. Clean up natural environment **No**
- 5. Supports green services **No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

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Which OUS schools will the course transfer to? (Check all that apply)

- PSU (Portland State University)
- SOU (Southern Oregon University)
- OSU (Oregon State University)
- UO (University of Oregon)
- OSU-Cascade
- WOU (Western Oregon University)

Identify comparable course(s) at OUS school(s)

How does it transfer? (Check all that apply)

- required or support for major
- general education or distribution requirement
- general elective
- :

Provide evidence of transferability: (minimum one, more preferred)

Other. Please explain.

Course catalog comparison.

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Social Sciences

Submitter

First Name: James
Last Name: Hite
Phone: 6121
Email: jhite@clackamas.edu

Course Prefix and Number: PS - 297

Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Introduction to Environmental Politics

Course Description:

Explores and assesses the politics informing environmental policy; the tension between politics, policy and scientific expertise; the role of the legislative, executive, and judicial branches of government in crafting and implementing environmental policy; and the critical impact non-governmental institutions and pressure groups have on environmental policy development and outcomes.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Social Science

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations: WRD-098 or placement in WR-121

Requirements:

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Not every term**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. analyze and reflect both orally and in writing on pertinent environmental issues of the day; (SS1)
 2. recognize and describe agenda setting in the environmental policy process; (SS1) (SS2)
 3. demonstrate through written projects a broad understanding of environmental politics and the environmental movement; (SS1) (SS2)
 4. participate in discussions with a well-developed political perspective; (SS1) (SS2)
 5. recognize and explain the interconnectedness of politics, policy and the environment, and how environmental politics affect their daily lives; (SS1) (SS2)
 6. analyze political phenomena by evaluating information, evidence, argument, and/or theory to draw logical conclusions or implications. (SS1)
-

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

- P**
1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
 2. Locate, evaluate, and ethically utilize information to communicate effectively.
 3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.
2. Respond to the needs of diverse audiences and contexts.
3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.
2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.
2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

- S**
1. Apply analytical skills to social phenomena in order to understand human behavior.
- S**
2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.
3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

- ✓ **General Examination**
- ✓ **Projects**
- ✓ **Writing Assignments**
- ✓ **Multiple Choice Test**

:

Major Topic Outline:

1. U.S. Global Warming Policy: Unique Situations and the Roles of State and Local Governments.
2. Role of Resource Development in Environmental Policy Processes.
3. Role of Environmental Regulation in the Environmental Policy Processes.
4. Role of Public Opinion in Environmental Policy Processes.
5. Conflicts and Consensus on Water and Air Quality Policies.
6. The Political Framing of Environmental Issues.
7. Ethical Implications and Considerations for Policymakers and Public Administrators Who Serve as Both Environmental Stewards and Partisan Political Actors.
8. Case Studies in Environmental Politics.
9. Historical Trends and Dynamics of the Environmental Movement.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency **No**

- | | |
|--------------------------------------|----|
| 2. Produce renewable energy | No |
| 3. Prevent environmental degradation | No |
| 4. Clean up natural environment | No |
| 5. Supports green services | No |

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

PSU (Portland State University)

Identify comparable course(s) at OUS school(s)

How does it transfer? (Check all that apply)

general elective

:

Provide evidence of transferability: (minimum one, more preferred)

Other. Please explain.

Comparison of course offerings at other Oregon colleges.

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Social Sciences

Submitter

First Name: Eric
Last Name: Lewis
Phone: 3410
Email: ericl

Course Prefix and Number: PSY - 205

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: Psychology as a Social Science

Course Description:

Principles of learning and social psychology, the study of how groups affect the individual. Further topics may include motivation, personality, human development, and stress.

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?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

- ✓ **Fall**
- ✓ **Winter**
- ✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. demonstrate a satisfactory knowledge of the various learning theories, motivation, human development, personality, stress, group behavior, and other aspects of human behavior; (SS1)
 2. demonstrate and analyze how differences in experiences translates into creating our diverse social reality; (CL1) (SS2)
 3. analyze psychological phenomena by evaluating information, evidence, argument and/or theory to draw logical conclusions or implications. (SS1)
-

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:**WR: Writing Outcomes**

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
2. Locate, evaluate, and ethically utilize information to communicate effectively.
3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.
2. Respond to the needs of diverse audiences and contexts.
3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.
2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.
2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

- S** 1. Apply analytical skills to social phenomena in order to understand human behavior.
- S** 2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.
3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

- S** 1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:**✓ General Examination****✓ Writing Assignments****✓ Multiple Choice Test**

:

Major Topic Outline:

1. Classical conditioning.
2. Operant conditioning.
3. Observational conditioning.
4. Motivation.
5. Achievement.
6. Emotion.
7. Childhood.
8. Adolescence.
9. Adulthood.
10. Personality.
11. Psychoanalysis.
12. Behaviorism.
13. Humanism.

14. Stress.
15. Health psychology.
16. Prejudice.
17. Group behavior.
18. Attraction.
19. Relationships.

Does the content of this class relate to job skills in any of the following areas:

- | | |
|--------------------------------------|-----------|
| 1. Increased energy efficiency | No |
| 2. Produce renewable energy | No |
| 3. Prevent environmental degradation | No |
| 4. Clean up natural environment | No |
| 5. Supports green services | No |

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

PSU (Portland State University)

OSU (Oregon State University) **UO (University of Oregon)**

Identify comparable course(s) at OUS school(s)

Comparable to PSY202 at Oregon State.

How does it transfer? (Check all that apply)

- required or support for major**
- general education or distribution requirement**

other (provide details): A OSU it transfers as a Mind & Society course. At U of O it transfers as credits in the Social Sciences group

Provide evidence of transferability: (minimum one, more preferred)

Other. Please explain.

Noted online through transfer equivalency guidelines.

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

Section #1 General Course Information

Department: Social Science

Submitter

First Name: Eric
Last Name: Lewis
Phone: 3410
Email: ericl

Course Prefix and Number: PSY - 215

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 Developmental Psychology

Course Description:

Research and theories regarding the development of the individual from conception to death, including physical, social and cognitive changes.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Social Science

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

Yes

Pre-reqs: Prerequisite or Corequisite: WRD-098 or placement in WR-121

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

Yes

Area: Human Relations

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. describe developmental tools such as cross-sectional, longitudinal, and sequential research designs; (SS1) (SC1)
 2. discuss hallmarks of physical, social, emotional, and cognitive changes and constancies throughout the lifespan; (SS2) (SC1)
 3. compare and contrast major theories of development, including Piaget (cognitive development), Kohlberg (moral development), Freud (psychosexual development), Erikson (psychosocial development), Bowlby (attachment), Ainsworth (attachment), and others; (SS1) (SS2) (SC3)
 4. identify aspects of heredity and environment that influence an individual's development; (SS1) (SS2) (SC3)
 5. analyze psychological phenomena by evaluating information, evidence, argument and/or theory to draw logical conclusions or implications. (SS1)
-

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

- S** 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.
- S** 3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:**✓ General Examination****✓ Writing Assignments****✓ Multiple Choice Test**

:

Major Topic Outline:

The following topics are to be taught from a chronological approach using the biopsychosocial model

1. Methods of studying development.
2. Conception & infancy.
3. Early childhood development.
4. Middle childhood development.
5. Late childhood development.
6. Adolescence development.
7. Early adulthood development.
8. Middle adulthood development.
9. Late adulthood developmental & Death.
10. Summary.

Does the content of this class relate to job skills in any of the following areas:

- | | |
|--------------------------------------|----|
| 1. Increased energy efficiency | No |
| 2. Produce renewable energy | No |
| 3. Prevent environmental degradation | No |
| 4. Clean up natural environment | No |
| 5. Supports green services | No |

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

PSU (Portland State University)

OSU (Oregon State University) UO (University of Oregon)

Identify comparable course(s) at OUS school(s)

none found

How does it transfer? (Check all that apply)

general education or distribution requirement

other (provide details): A OSU it transfers as a Lower Division Transfer course. At U of O it transfers as credits in the Social Sciences group.

Provide evidence of transferability: (minimum one, more preferred)

Other. Please explain.

Noted online at transfer equivalency pages.

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

Section #1 General Course Information

Department: Social Sciences

Submitter

First Name: Eric
Last Name: Lewis
Phone: 3410
Email: ericl

Course Prefix and Number: PSY - 219

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 Abnormal Psychology

Course Description:

Introduction to abnormal psychology, including disorders and approaches to treatment.

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?

Yes

Pre-reqs: Prerequisite or Corequisite: WRD-098 or placement in WR-121

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

- ✓ **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. describe specific theories of abnormality as proposed throughout history, from ancient civilizations to contemporary society; (SS1) (SS2) (CL1)
 2. identify the hallmarks of various mental disorders; (SS1)
 3. discuss current and historical methods of diagnosis, treatment, and related issues that affect the individual, the mental health provider, and society; (SS1) (SS2) (CL1)
 4. analyze psychological phenomena by evaluating information, evidence, argument and/or theory to draw logical conclusions or implications. (SS1)
-

**AAOT/ASOT GENERAL EDUCATION OUTCOMES
COURSE OUTLINE MAPPING CHART**

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
2. Locate, evaluate, and ethically utilize information to communicate effectively.
3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.
2. Respond to the needs of diverse audiences and contexts.
3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.
2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.
2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

- S** 1. Apply analytical skills to social phenomena in order to understand human behavior.
- S** 2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.
3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

- 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**

✓ **Multiple Choice Test**

:

Major Topic Outline:

1. Historical approaches toward the causes and treatments of psychopathology.
2. Contemporary approaches toward the causes and treatments of psychopathology.
3. Diagnosis, assessment, and related methodological issues for defining, measuring, and treating psychopathology.
4. Current classification of disorders and their symptoms.
 - a. Anxiety disorders.
 - b. Mood disorders.
 - c. Personality disorders.
 - d. Schizophrenia.
 - e. Somatoform disorders.
 - f. Dissociative disorders.
 - g. Developmental disorders.
 - h. Disorders related to aging.
 - i. Others (e.g., PTSD, sexual disorders).

Does the content of this class relate to job skills in any of the following areas:

- | | |
|--------------------------------------|----|
| 1. Increased energy efficiency | No |
| 2. Produce renewable energy | No |
| 3. Prevent environmental degradation | No |
| 4. Clean up natural environment | No |
| 5. Supports green services | No |

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

PSU (Portland State University)

OSU (Oregon State University) UO (University of Oregon)

Identify comparable course(s) at OUS school(s)

none found

How does it transfer? (Check all that apply)

general education or distribution requirement

other (provide details): A OSU it transfers as a Lower Division Transfer course. At U of O it transfers as credits in the Social Sciences group

Provide evidence of transferability: (minimum one, more preferred)

Other. Please explain.

Noted online in transfer equivalency guides.

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

Section #1 General Course Information

Department: Social Sciences

Submitter

First Name: Eric
Last Name: Lewis
Phone: 3410
Email: ericl

Course Prefix and Number: PSY - 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: Introduction to Human Sexuality

Course Description:

Introduction to research and theories of human sexual behavior, including: sexual relationships, communication and intimacy, sex roles, the development of gender, social trends regarding sexuality, human sexual response, biology of sexuality, and conception.

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?

Yes

Pre-reqs: Prerequisite or Corequisite: WRD-098 or placement in WR-121

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Not every term**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

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 satisfactory knowledge of and analyze the various sexual issues covered, including: perspectives on sexuality, sexual anatomy, sexual physiology, developmental sexuality, sexual orientations, communication and intimacy, contraception, and historically/cultural variations of sexual attitudes and practices; (CL1) (SS2)
 2. analyze the social phenomena of sexuality to understand this human behavior; (SS1)
 3. analyze psychological phenomena by evaluating information, evidence, argument and/or theory to draw logical conclusions or implications. (SS1)
-

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

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**

✓ **Multiple Choice Test**

:

Major Topic Outline:

1. Students will study perspectives on sexuality, sexual anatomy, sexual physiology, developmental sexuality, sexual orientations, intimate communication, gender roles and expectations, human sexual response, historical and cultural sexual differences, attitudes regarding sexuality, and contraception.

Does the content of this class relate to job skills in any of the following areas:

- | | |
|--------------------------------------|-----------|
| 1. Increased energy efficiency | No |
| 2. Produce renewable energy | No |
| 3. Prevent environmental degradation | No |
| 4. Clean up natural environment | No |
| 5. Supports green services | No |

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

PSU (Portland State University)

OSU (Oregon State University) **UO (University of Oregon)**

Identify comparable course(s) at OUS school(s)

Comparable to HDFS240 at Oregon State.

How does it transfer? (Check all that apply)

general education or distribution requirement

other (provide details): A OSU it transfers as Human Development and Family Studies credit. At U of O it transfers as credits in the Social Sciences group

Provide evidence of transferability: (minimum one, more preferred)

Other. Please explain.

Noted online in transfer equivalency guides.

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

Section #1 General Course Information

Department: Social Science

Submitter

First Name: Erich
Last Name: Pfeifer
Phone: 3802
Email: erichp

Course Prefix and Number: SOC - 204

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 Sociology

Course Description:

This course offers an introduction to the field of sociology. Sociology is the scientific study of human behavior in society. In this course we will introduce and discuss issues including the sociological imagination, culture, socialization, deviance, authority, religion, science and methods of sociological research. Various sociological theories will be introduced and utilized to explore and enhance our understanding of these issues.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Social Science
 Cultural Literacy

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations: WRD-098 or placement in WR-121

Requirements:

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

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. apply analytical skills into the interrelationship between the individual and society; (SS1)
 2. explore the significance of historical context to the link between one's personal life and the social world around them; (CL1)
 3. demonstrate an understanding of key sociological concepts and various sociological approaches, methods and perspectives through comparison, application, analysis, discussion, and writing;
 4. critically analyze various social, economic, political and cultural issues using various sociological frameworks; (SS2)
 5. analyze social phenomena by evaluating information, evidence, argument and/or theory to draw logical conclusions or implications. (SS1)
-

- 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

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1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

- EOU (Eastern Oregon University)
- PSU (Portland State University)
- OIT (Oregon Institute of Technology)
- SOU (Southern Oregon University)
- OSU (Oregon State University)
- UO (University of Oregon)
- OSU-Cascade
- WOU (Western Oregon University)

Identify comparable course(s) at OUS school(s)

OSU 204
PSU 200
WOU 223D
OIT 204
SOU 204

How does it transfer? (Check all that apply)

- general education or distribution requirement
- general elective

Provide evidence of transferability: (minimum one, more preferred)

- Other. Please explain.

Web research

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

Section #1 General Course Information

Department: Social Science

Submitter

First Name: Erich
Last Name: Pfeifer
Phone: 3802
Email: erichp

Course Prefix and Number: SOC - 205

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: Social Stratification & Social Systems

Course Description:

This course explores the inequality that exists in our society. Social stratification is the unequal distribution of resources and opportunities in a society. Issues like gender, race, poverty, education and capitalism will be explored and discussed in an attempt to understand their impact on the inequality that we experience in our society. Various sociological theories will be introduced and utilized to explore and enhance our understanding of these issues.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ **Social Science**
✓ **Cultural Literacy**

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations: WRD-098 or placement in WR-121

Requirements:

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Summer

✓ Fall

✓ Winter

✓ Spring

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. demonstrate an understanding and analyze key concepts, approaches, and theories relative to historical patterns of social inequality in the United States, across race, ethnicity, class, gender, age, sexuality, sexual orientation, and/or disability; (SS1)
 2. identify how discrimination works and is demonstrated in various social practices and institutions; impact of individual and institutional discrimination on everyday life and experiences; (SS2)
 3. identify and evaluate the major perspectives of social inequality, prejudice, and discrimination through comparison, application, analysis, discussion, and writing; (CL1)
 4. explain the conflicts associated with social institutions and the impact of institutions on everyday life and experiences; (SS1) (SS2)
 5. distinguish among the sociological theories of varying social institutions and assess their relative merits through application, comparison, analysis, discussion and writing;
 6. analyze social phenomena by evaluating information, evidence, argument and/or theory to draw logical conclusions or implications. (SS1)
-

- e. Economics.
- f. Religion.

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

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1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> EOU (Eastern Oregon University) | <input checked="" type="checkbox"/> PSU (Portland State University) |
| <input checked="" type="checkbox"/> OIT (Oregon Institute of Technology) | <input checked="" type="checkbox"/> SOU (Southern Oregon University) |
| <input checked="" type="checkbox"/> OSU (Oregon State University) | <input checked="" type="checkbox"/> UO (University of Oregon) |
| <input checked="" type="checkbox"/> OSU-Cascade | <input checked="" type="checkbox"/> WOU (Western Oregon University) |

Identify comparable course(s) at OUS school(s)

OSU 205
PSU Low D
WOU 315
OIT Gen Ed
SOU 204/or/Elective

How does it transfer? (Check all that apply)

- general education or distribution requirement**
- general elective**
- :

Provide evidence of transferability: (minimum one, more preferred)

- Other. Please explain.**

Web research

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

Section #1 General Course Information

Department: Social Sciences

Submitter

First Name: Erich
Last Name: Pfeifer
Phone: 3802
Email: erichp

Course Prefix and Number: SOC - 206

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: Institutions & Social Change

Course Description:

This course explores how people can change their society. Social change is a process that can be used by people in a society, to change and improve the functioning of their society. This course will explore and discuss how people-led social movements, in the past and in the present, can be developed, organized, and implemented to accomplish social change.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Social Science
 Cultural Literacy

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations: WRD-098 or placement in WR-121

Requirements:

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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 key sociological concepts and patterns of social change;
 2. analyze and describe the varying impact of social change on everyday lives and experiences of individuals, communities, institutions and societies; (SS1) (SS2)
 3. demonstrate an understanding of the significance of historical context to the patterns, impact and direction of social change; (CL1)
 4. apply and assess various theories of social change to relevant social, cultural, political and economic issues through comparison, application, analysis, discussion, and writing; (SS1) (SS2)
 5. analyze social phenomena by evaluating information, evidence, argument and/or theory to draw logical conclusions or implications. (SS1)
-

**AAOT/ASOT GENERAL EDUCATION OUTCOMES
COURSE OUTLINE MAPPING CHART**

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
2. Locate, evaluate, and ethically utilize information to communicate effectively.
3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.
2. Respond to the needs of diverse audiences and contexts.
3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.
2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.
2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

- S** 1. Apply analytical skills to social phenomena in order to understand human behavior.
- S** 2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.
3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

- C** 1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

- ✓ **General Examination** ✓ **Projects**
 ✓ **Writing Assignments**

Major Topic Outline:

Students will study the sociological perspective of:

1. Social change.
2. Patterns of change.
3. Impact on various social institutions: Religion, Politics, Government, Economics, Work, Population, Health, Family.
4. Movements.
5. Modernity.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency **No**
2. Produce renewable energy **No**
3. Prevent environmental degradation **No**

- 4. Clean up natural environment **No**
- 5. Supports green services **No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

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3. Will the course be accepted as part of the University's distribution requirements?

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Which OUS schools will the course transfer to? (Check all that apply)

- EOU (Eastern Oregon University)
- PSU (Portland State University)
- OIT (Oregon Institute of Technology)
- SOU (Southern Oregon University)
- OSU (Oregon State University)
- UO (University of Oregon)
- OSU-Cascade
- WOU (Western Oregon University)

Identify comparable course(s) at OUS school(s)

PSU: Idt
WOU: LDT
OIT: General Ed
SOU: 205

How does it transfer? (Check all that apply)

- general education or distribution requirement
- general elective
- :

Provide evidence of transferability: (minimum one, more preferred)

Other. Please explain.

web research

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

Section #1 General Course Information

Department: Social Sciences

Submitter

First Name: Erich
Last Name: Pfeifer
Phone: 3802
Email: erichp

Course Prefix and Number: SOC - 210

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: Marriage, Family, & Intimate Relations

Course Description:

This course will introduce students to the study of marriage, intimate relations and family systems from the sociological viewpoint. Students will examine the ways in which race, class, gender, sexuality, community, and society influence patterns of courtship, intimate relations, marriage, and family, and explore the various challenges facing families today.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Social Science
 Cultural Literacy

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations: WRD-098 or placement in WR-121

Requirements:

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

- ✓ **Fall**
- ✓ **Winter**
- ✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. analyze and demonstrate an understanding of the sociological approaches to the study of family systems, courtship and dating, intimate relationships, and marriage; (SS1)
 2. identify and discuss the historical variation in family systems within and across cultures;
 3. exhibit knowledge of the diversity processes and experiences of courtship, dating, intimacy and marriage across race, class, gender, and sexuality through written and oral analyses; (CL1)
 4. critically analyze the impact of different social, economic, political and cultural issues on family systems using a variety of sociological perspectives; (CL1) (SS2)
 5. analyze social phenomena by evaluating information, evidence, argument and/or theory to draw logical conclusions or implications. (SS1)
-

Percent of course: 0%

Section #2 Course Transferability

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3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

- EOU (Eastern Oregon University)
- PSU (Portland State University)
- OIT (Oregon Institute of Technology)
- SOU (Southern Oregon University)
- OSU (Oregon State University)
- UO (University of Oregon)
- OSU-Cascade
- WOU (Western Oregon University)

Identify comparable course(s) at OUS school(s)

SOU: LDT
PSU: LDT
WOU: SOC 338
OIT: SOC 210

How does it transfer? (Check all that apply)

- general education or distribution requirement
- general elective

Provide evidence of transferability: (minimum one, more preferred)

Other. Please explain.

web research

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

Section #1 General Course Information

Department: Social Sciences

Submitter

First Name: Erich
Last Name: Pfeifer
Phone: 3802
Email: erichp

Course Prefix and Number: SOC - 225

Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Social Problems

Course Description:

Applies the sociological framework to the study of social problems, their identification, analysis of causes and possible solutions. Problems explored may include mental disorders, drug and alcohol addiction, crime and delinquency, group discrimination, inequality, poverty, alienation, domestic and international violence, environment, and energy.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Social Science
 Cultural Literacy

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations: WRD-098 or placement in WR-121

Requirements:

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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. analyze and demonstrate an understanding of the sociological approach to the study of social problems; discuss objective and subjective elements of social problems; (SS1)
 2. critically analyze interrelationships among social problems and proposed solutions and the significance of historical context to defining and solving social problems; (CL1) (SS2)
 3. discuss the extent, impact and causes of different social problems and critically analyze solutions using a variety of sociological approaches through comparison, application, analysis, discussion and writing;
 4. analyze social phenomena by evaluating information, evidence, argument and/or theory to draw logical conclusions or implications. (SS1)
-

- 3. Prevent environmental degradation **No**
- 4. Clean up natural environment **No**
- 5. Supports green services **No**

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

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3. Will the course be accepted as part of the University's distribution requirements?

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Which OUS schools will the course transfer to? (Check all that apply)

- EOU (Eastern Oregon University)**
- PSU (Portland State University)**
- OIT (Oregon Institute of Technology)**
- SOU (Southern Oregon University)**
- OSU (Oregon State University)**
- UO (University of Oregon)**
- OSU-Cascade**
- WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

OSU: 206
PSU: LDT
SOU: LDT
WOU: 225D
OIT: Gen Ed

How does it transfer? (Check all that apply)

- general education or distribution requirement**
- general elective**
- :

Provide evidence of transferability: (minimum one, more preferred)

- Other. Please explain.**

web research

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

Section #1 General Course Information

Department: World Languages

Submitter

First Name: Irma
Last Name: Bjerre
Phone: 5035943245
Email: irrab@clackamas.edu

Course Prefix and Number: SPN - 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: First-Year Spanish III

Course Description:

Third of a three-term foundational, multimedia course for beginners. Initial emphasis is on speaking and listening comprehension, with secondary emphasis on reading and writing. Various cultural themes are presented.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

Yes

Pre-reqs: SPN-102

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:

Requirements:

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**

✓ **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 daily routine, talk about personal hygiene using reflexive verbs with reflexive pronouns, and use time expressions correctly and in context;
2. use indefinite words to refer to people and things that are not specific and use negative words to deny the existence of people and things and contradict statements;
3. talk about likes and dislikes using gustar and verbs like gustar;
4. use correctly and in context the preterite tense, including the preterite of stem changing verbs and ser and ir;
5. describe and talk about food and meals and use double object pronouns to replace nouns and avoid repetition;
6. talk about parties and celebrations, personal relationships, and stages of life, and recognize that some verbs change meaning in the preterite tense;
7. use ¿Qué?, ¿Cuál? and ¿Cuáles? correctly and in context and recognize that they are not interchangeable.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Daily Routine and Personal Hygiene
2. Food, food descriptions and meals
3. Parties and celebrations, personal relationships and the stages of life

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)
- WOU (Western Oregon University)

Identify comparable course(s) at OUS school(s)

SPAN 103 (PSU,SOU,UO)
SPAN 103D (WOU)
SPAN 113 (OSU)

How does it transfer? (Check all that apply)

general elective

:

First term to be offered:

Specify term: **Spring 2020**

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Foreign Language

Submitter

First Name: Irma
Last Name: Bjerre
Phone: 503 594 3245
Email: irmab@clackamas.edu

Course Prefix and Number: SPN - 201

Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Second-Year Spanish I

Course Description:

First of a three-term intermediate, multimedia course. Focus is on speaking, listening comprehension, reading and writing. Explores cultural differences among Spanish-speaking countries and between the latter and European-American 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:

Arts and Letters

Cultural Literacy

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

Yes

Pre-reqs: SPN-103 or Student Petition

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: 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. interpret messages and creatively discuss a medical condition with a doctor in a role-play situation (AL 1);
2. discuss how one feels physically and talk about health, symptoms and medical conditions;
3. identify and analyze, in English, the history, practices, values, and beliefs associated with 'El día de los muertos' (Day of the Dead) in Mexico and 'El día de todos los santos' (All Saints Day) in other parts of Latin America (CL1);
4. critically discuss and analyze, in English, some examples of health systems in Latin America such as natural and indigenous medicine, and contrast them with medical practices in the United States (AL2);
5. talk about using technology and electronics, and use common expressions to talk about car trouble and issues at a car repair shop;
6. use correctly and in context the following grammar: preterite and imperfect tenses, constructions with se, adverbs, familiar commands, por and para, reciprocal reflexives and stressed possessive adjectives and pronouns.

**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

- S**
1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.
- S**
2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.
2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.
3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

- C**
1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

- ✓ **General Examination**
✓ **Oral Examination** ✓ **Writing Assignments**
✓ **Presentations**

- ✓ **Performances/Simulation** ✓ **Pre-Post Assessment**
:

Major Topic Outline:

1. Health, medical terms and parts of the body.
2. Health symptoms and medical conditions.
3. Health professions.
4. Technology, home electronics, computers and the internet.
5. The car and its accessories.

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)
- WOU (Western Oregon University)

Identify comparable course(s) at OUS school(s)

SPN 201 (PSU,SOU,UO.)
SPAN 211 (OSU)
SPN 201D (WOU)

How does it transfer? (Check all that apply)

- general education or distribution requirement
 - general elective
- :

Provide evidence of transferability: (minimum one, more preferred)

Other. Please explain.

U.Select online transfer guide
<https://www.transfer.org/uselect/dashboard.htm>

First term to be offered:

Specify term: Fall 2020

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: World Languages

Submitter

First Name: Irma
Last Name: Bjerre
Phone: 5034530271
Email: irmab@clackamas.edu

Course Prefix and Number: SPN - 202

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: Second-Year Spanish II

Course Description:

Second of a three-term intermediate, multimedia course. Focus is on speaking, listening comprehension, reading and writing. Explores cultural differences among Spanish-speaking countries and between the latter and European-American 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:

Arts and Letters

Cultural Literacy

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

Yes

Pre-reqs: SPN-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?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Winter**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. critically analyze, in English, the underlying values as well as the ethical and historical context of Latin American attitudes toward the environment, nature and conservation; (AL 2)
 2. explain some Latin American or Spanish cultural practices with respect to home life and the types of living quarters; (CL 1)
 3. describe their house and talk about household chores and table settings;
 4. discuss, in English, the conflict between development and ecology in Latin America and how cultural values and beliefs affect this conflict; (CL 1)
 5. role-play, in Spanish, transactions at business and agencies;
 6. use correctly and in context the grammatical structures listed in 'Major Topic Outlines.'
-

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:**WR: Writing Outcomes**

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
2. Locate, evaluate, and ethically utilize information to communicate effectively.
3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.
2. Respond to the needs of diverse audiences and contexts.
3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.
2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

- S** 1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.
- S** 2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.
2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.
3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

- C** 1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

- ✓ **General Examination**
 ✓ **Oral Examination** ✓ **Writing Assignments**
 ✓ **Presentations**

- ✓ **Performances/Simulation** ✓ **Pre-Post Assessment**
 :

Major Topic Outline:

1. The living quarters including parts of the house, household chores and table settings.
 2. La naturaleza (nature) and the environment; and recycling and conservation.
- Including the following grammar:
3. Relative pronouns.
 4. Formal usted and ustedes commands.
 5. The present subjunctive.
 6. Past participles used as adjectives.
 7. The future tense.

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)
- WOU (Western Oregon University)

Identify comparable course(s) at OUS school(s)

SPN 202 (PSU,SOU,UO.)
SPAN 212 (OSU)
SPN 202D (WOU)

How does it transfer? (Check all that apply)

- general education or distribution requirement
- general elective
- :

Provide evidence of transferability: (minimum one, more preferred)

Other. Please explain.

U.Select on-line transfer guide
<https://www.transfer.org/uselect/dashboard.htm>

First term to be offered:

Specify term: Winter 2020

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: World Languages

Submitter

First Name: Irma
Last Name: Bjerre
Phone: 3245
Email: irmab@clackamas.edu

Course Prefix and Number: SPN - 203

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: Second-Year Spanish III

Course Description:

Third of a three-term, intermediate, multimedia course. Focus is on speaking, listening comprehension, reading and writing. Explores cultural differences among Spanish-speaking countries and between the latter and European-American 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:

Arts and Letters

Cultural Literacy

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

Yes

Pre-reqs: SPN-202

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. interpret messages and respond creatively in talking about life in city, commercial establishment, businesses and transportation; (AL1)
2. identify and analyze, in English, Latin American practices, values, and beliefs that have influenced United States culture through its Hispanic Population; (CL1)
3. discuss life in the city, daily chores, money and banking, and going to the post office;
4. briefly discuss health, well-being, and nutrition, as well as the benefits of exercising and physical activities; (AL 2)
5. use correctly and in context the grammatical structures listed in 'Major Topic Outlines'.

**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

- S** 1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.
- S** 2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.
2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.
3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

- C** 1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

- ✓ **General Examination**
✓ **Oral Examination** ✓ **Writing Assignments**
✓ **Presentations**

- ✓ **Performances/Simulation** ✓ **Pre-Post Assessment**

Major Topic Outline:

1. City life and daily chores.
2. Money and banking; and the post office.
3. Health and well-being.
4. Exercise and physical activity.
5. Nutrition
6. Forms of the present and past subjunctive; nosotros commands; future and conditional tenses; all forms of the perfect tenses; the future and conditional tenses and the passive voice.

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)
- WOU (Western Oregon University)

Identify comparable course(s) at OUS school(s)

SPN 203 (PSU,SOU,UO,)
SPAN 213 (OSU)
SPN 203D (WOU)

How does it transfer? (Check all that apply)

- general education or distribution requirement
- general elective
- :

Provide evidence of transferability: (minimum one, more preferred)

Other. Please explain.

U.Select on-line transfer guide
<https://www.transfer.org/uselect/dashboard.htm>

First term to be offered:

Specify term: **Spring 2020**

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: WAFE

Submitter

First Name: Jeff
Last Name: Ennenga
Phone: 3539
Email: jeff.ennenga

Course Prefix and Number: UAS - 201

Credits: 3

Contact hours

Lecture (# of hours):
Lec/lab (# of hours): 66
Lab (# of hours):
Total course hours: 66

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Drone Operations Basics: FAA Part 107

Course Description:

This course will prepare students to take the Part 107 Aeronautical Knowledge Test to become a commercial uncrewed aircraft systems (UAS) pilot. It will cover topics such as: rules and regulations, aerodynamics, navigation, airspace and weather. This course will provide hands-on training for drone operations, including system fundamentals, safety procedures, hazard recognition and air crew performance.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F Only

Audit: Yes

When do you plan to offer this course?

✓ **Not every term**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. Interpret local, state, and federal regulations and laws involving Uncrewed Aircraft Systems (UAS);
2. Complete the Federal Aviation Administration (FAA) Part 107 written exam,
3. File for a Certificates of Waiver or Authorization (COA) with the FAA,
4. Register a commercial UAS with the state and federal aviation administrations,
5. Operate a UAS with a payload safely and efficiently.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. State and federal aviation regulations and laws.
2. General navigation.
3. Flight planning.
4. Aviation communications.
5. Aviation weather.

Does the content of this class relate to job skills in any of the following areas:

- | | |
|--------------------------------------|-----------|
| 1. Increased energy efficiency | 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

Section #1 General Course Information

Department: WAFE

Submitter

First Name: Jeff
Last Name: Ennenga
Phone: 3539
Email: jeff.ennenga

Course Prefix and Number: UAS - 205

Credits: 2

Contact hours

Lecture (# of hours):
Lec/lab (# of hours): 44
Lab (# of hours):
Total course hours: 44

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Practical Drone Applications

Course Description:

This course will provide the opportunity for students to develop and implement a real-world drone project, such as: geographic data collection, aerial photography and videography; real-time aerial observation and other uncrewed aircraft systems (UAS) applications.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)*

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F Only

Audit: Yes

When do you plan to offer this course?

✓ Not every term

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. Identify capabilities of Uncrewed Aircraft Systems (UAS) and payload according to mission needs;
2. Apply UAS operations to accommodate project needs,
3. Establish and manage the workflow from project conception to completion,
4. Collect and manage data collected by a UAS.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. UAS capabilities.
2. UAS payloads.
3. Data collection and management.
4. Project management.

Does the content of this class relate to job skills in any of the following areas:

- | | |
|--------------------------------------|-----------|
| 1. Increased energy efficiency | No |
| 2. Produce renewable energy | No |
| 3. Prevent environmental degradation | No |
| 4. Clean up natural environment | No |
| 5. Supports green services | No |

Percent of course: 0%

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: WAFE

Submitter

First Name: Jeff
Last Name: Ennenga
Phone: 3539
Email: jeff.ennenga

Course Prefix and Number: UAS - 210

Credits: 1

Contact hours

Lecture (# of hours):
Lec/lab (# of hours):
Lab (# of hours): 33
Total course hours: 33

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Drones: Design and Build

Course Description:

This course provides students with the opportunity to design, build, program and maintain their own drone aircraft. After successful completion, students will leave the course with their own operable Uncrewed Aircraft System (UAS).

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

Yes

Pre-reqs: UAS-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: No

When do you plan to offer this course?

✓ **Not every term**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

No

Will this course appear in the schedule?

No

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. Design and build an Uncrewed Aircraft System (UAS),
2. Configure payloads based on UAS capabilities and mission requirements,
3. Program and maintain a UAS autopilot.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. UAS components.
2. Basic low-voltage electricity and soldering.
3. UAS programming using open-source code.
4. Repair and maintenance of UAS.

Does the content of this class relate to job skills in any of the following areas:

- | | |
|--------------------------------------|-----------|
| 1. Increased energy efficiency | 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

Section #1 General Course Information

Department: Engineering Science

Submitter

First Name: James
Last Name: Nurmi
Phone: 3813
Email: jamesn

Course Prefix and Number: WET - 121

Credits: 3

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 33

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Waterworks Operations II

Course Description:

An introduction to water distribution, with a focus on water regulations, operator math, water chemistry, and specific water distribution processes. Also examines distribution system design, water mains, hydrants and valves, water pumps, water system supply security, and public relations. Everything you need to know to pass the water distribution grade 1 state certification.

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): 1-Year WET Certificate and WET AAs

Are there prerequisites to this course?

Yes

Pre-reqs: WET-111

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: MTH-082D

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?

✓ **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 USEPA drinking water regulations;
2. calculate various hydraulic water variables;
3. describe different water uses and overall water distribution system design;
4. explain the use of water mains, valves, hydrants, water storage components, and backflow techniques;
5. solve a variety of chemical dosage problems common to water treatment and disinfection;
6. describe the fundamentals of centrifugal pumps, including pump components and function, pump performance curves, pumping configurations, affinity laws, pump cavitation, packing and mechanical seals, and pump troubleshooting techniques;
7. understand the role of system mapping, GIS, safety and security, and public relations in regard to water systems.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. USEPA Drinking Water Regulations.
2. Water Use and System Design.
3. Hydraulics.
4. Pipes and Pipe Material Selection.
5. Water Main Installation and Rehabilitation.
6. Valves, Hydrants, Meters, and Water Storage.
7. Pumps and Pumping Stations
8. Chlorine Chemistry and Chlorination
9. Water Quality Testing
10. Backflow Prevention and Cross Connection Control
11. Safety, Security and Public Relations.

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

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Section #1 General Course Information

Department: Engineering Science

Submitter

First Name: James
Last Name: Nurmi
Phone: 3813
Email: jamesn

Course Prefix and Number: WET - 131

Credits: 4

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours):
Lab (# of hours): 33
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: Water Treatment

Course Description:

Design, operation and process control of water treatment plants. Includes water chemistry, related math, coagulation, flocculation, sedimentation, filtration and disinfection procedures. Review for Oregon Operator grade 1 certification exams. Lab includes field trips to local water treatment facilities.

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): 1-Year WET Certificate and WET AAs

Are there prerequisites to this course?

Yes

Pre-reqs: WET-121

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: WET-131L

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. explain the type of treatment that is normally required to various types of source waters;
2. explain drinking water standards required by the federal SDWA and amendments;
3. describe the processes involved in coagulation, flocculation, and sedimentation;
4. explain the filtration process and the distinctive properties of the various types of filters;
5. describe the basics of water chemistry and the normal chemical make-up of surface and ground water sources;
6. describe the variety of methods available for the treatment and removal of various primary and secondary contaminants;
7. perform standard water treatment calculations similar to those on advanced water certification exams.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. USEPA Water Quality Regulations Overview.
2. Basic Microbiology and Water Chemistry.
3. Water Sources and Treatment Options.
4. Groundwater Quality and Wells.
5. Surface Water Treatment
6. Pretreatment Processes.
7. Coagulation, Flocculation, and Sedimentation.
8. Clarifiers and Filtration.
9. Disinfection and CT Calculations.
10. Fluoridation
11. Iron and Manganese Treatment.
12. Corrosion Control
13. Specialized Treatment Techniques.

Does the content of this class relate to job skills in any of the following areas:

- | | |
|--------------------------------------|-----------|
| 1. Increased energy efficiency | No |
| 2. Produce renewable energy | No |
| 3. Prevent environmental degradation | No |

- | | |
|---------------------------------|-----------|
| 4. Clean up natural environment | No |
| 5. Supports green services | No |

Percent of course: 0%

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

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Section #1 General Course Information

Department: Engineering Science

Submitter

First Name: Jim
Last Name: Nurmi
Phone: 3813
Email: jamesn

Course Prefix and Number: WET - 131L

Credits: 0

Contact hours

Lecture (# of hours):
Lec/lab (# of hours):
Lab (# of hours): 33
Total course hours: 33

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Water Treatment Lab

Course Description:

Lab Course for WET-131. Must be taken concurrently with WET-131.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): 1-Year WET Certificate and WET AAs

Are there prerequisites to this course?

Yes

Pre-reqs: WET-121

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: WET-131

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:

Non-graded

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. explain the type of treatment that is normally required to various types of source waters;
2. explain drinking water standards required by the federal SDWA and amendments;
3. describe the processes involved in coagulation, flocculation, and sedimentation;
4. explain the filtration process and the distinctive properties of the various types of filters;
5. describe the basics of water chemistry and the normal chemical make-up of surface and ground water sources;
6. describe the variety of methods available for the treatment and removal of various primary and secondary contaminants;
7. perform standard water treatment calculations similar to those on advanced water certification exams.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. USEPA Water Quality Regulations Overview.
2. Basic Microbiology and Water Chemistry.
3. Water Sources and Treatment Options.
4. Groundwater Quality and Wells.
5. Surface Water Treatment.
6. Pretreatment Processes.
7. Coagulation, Flocculation, and Sedimentation.
8. Clarifiers and Filtration.
9. Disinfection and CT Calculations.
10. Fluoridation.
11. Iron and Manganese Treatment.
12. Corrosion Control.
13. Specialized Treatment Techniques.

Does the content of this class relate to job skills in any of the following areas:

- | | |
|--------------------------------------|-----------|
| 1. Increased energy efficiency | No |
| 2. Produce renewable energy | No |
| 3. Prevent environmental degradation | No |
| 4. Clean up natural environment | No |
| 5. Supports green services | No |

Percent of course: 0%

First term to be offered:

Next available term after approval
:

Clackamas Community College
Online Course/Outline Submission System

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Section #1 General Course Information

Department: Engineering Science

Submitter

First Name: Jim
Last Name: Nurmi
Phone: 3816
Email: jamesn

Course Prefix and Number: WET - 134

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: Environmental Chemistry II

Course Description:

Water quality testing, monitoring and reporting. The course includes the theory and application of common water quality tests for surface water, groundwater, and storm water monitoring systems. The course also covers all water quality tests for ensuring correct water treatment processes.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): Water Quality AAS

Are there prerequisites to this course?

Yes

Pre-reqs: WET-123

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. explain and perform pH, acidity, alkalinity, calcium carbonate saturation, specific conductance, hardness, Pb and Cu, Jar tests, and free residual chlorine tests;
2. perform, interpret, and produce a report for common water quality tests;
3. utilize a laboratory spectrophotometer to analyze selected ions in water;
4. perform simple quality assurance procedures for each of the lab procedures performed;
5. describe the significance of selected water tests, including an understanding of the importance of the test to water treatment plant operators.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Introduction to quality assurance in the laboratory.
2. Storm water monitoring parameters and applications.
3. Fundamentals of pH measurement and meter calibration.
4. pH and Acidity.
5. Alkalinity.
6. Calcium Carbonate Saturation.
7. Introduction of the use of a laboratory spectrophotometer and HPLC.
8. Water hardness and the marble test.
9. Jar Tests.
10. Free Residual Chlorine Monitoring.
11. Chlorine demand of raw and finished water.

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

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Section #1 General Course Information

Department: English

Submitter

First Name: **Matt**
Last Name: **Warren**
Phone: **6199**
Email: **matthew.warren@clackamas.edu**

Course Prefix and Number: WR - 101

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: Communication Skills: Occupational Writing

Course Description:

Develops basic modes of technical writing, including summaries, process analysis, instructions, and reports.

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): Automotive Service Technology AAS and Welding Technology Certificate

Are there prerequisites to this course?

Yes

Pre-reqs: WRD-098 or placement in WR-121

Have you consulted with the appropriate chair if the pre-req is in another program?
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?

Yes

Area: Communication

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 clearly written occupationally related documents of varying length, with few errors, using a process that includes generating ideas, drafting, critiquing, revising, and polishing;
2. Plan, organize, and present documents according to the logical and stylistic demands of specific target audiences and writing situations;
3. Identify and apply basic elements of technical and professional writing, such as clarity of purpose, language accuracy, logical organization, visual referencing, and prescribed formatting;
4. Participate constructively and respectfully in discussions and writing groups; independently analyze and improve their own and others' writing; and reflect independently on their own learning.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. The Writing Process: This topic area introduces students to methods of process oriented writing. Topics covered are prewriting, drafting and revising surrounding documents found in the workplace.
2. Grammar and Mechanics: Students review grammatical rules and fine tune writing concepts which are both mechanical and stylistic (e.g. sentence structure, paragraphing, etc.).
3. Format: Students learn appropriate format for professional documents commonly found in the workplace.
4. Papers: process analysis; description of mechanism; definition; informative summary of article; field report; claim and adjustment letters; updated resume.

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

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Section #1 General Course Information

Department: English

Submitter

First Name: **Nicole**
Last Name: **Rosevear**
Phone: **6120**
Email: **nicolero**

Course Prefix and Number: WR - 127

Credits: 1

Contact hours

Lecture (# of hours): 11
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 11

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Scholarship Essay Writing

Course Description:

Introduces scholarship resources and the application process. Examines and applies the concept of "telling the story of me," and drafting, revising, and editing a complete scholarship application essay.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)*

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Fall**

✓ **Winter**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. locate and use scholarship information and resources,
2. demonstrate an understanding of the scholarship application process,
3. identify non-CCC scholarship targets,
4. identify strengths, skills, and experiences to highlight in the essay;
5. write appropriately for the scholarship reading audience,
6. complete a scholarship essay, including drafting, receiving feedback, revising, and editing.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Overview of scholarship application process.
2. Scholarship resources and how to find them.
3. Essential parts of the scholarship essay.
4. Identifying strengths, skills, and experiences.
5. Generating ideas in a pre-writing process.
6. Writing "the story of me".
7. Revising the draft for content and organization.
8. Working with peers to compare strategies and identify areas for revision.
9. Receiving one-to-one feedback from instructor(s), scholarship readers, and tutors.
10. Editing for content, organization, concision, and correctness.
11. Review of process and resources.
12. Review of next steps.
13. Sharing/presenting essays.

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

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Section #1 General Course Information

Department: English

Submitter

First Name: Jeffrey
Last Name: McAlpine
Phone: 3263
Email: jeffmc

Course Prefix and Number: WR - 227

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: Technical Report Writing

Course Description:

Introduction to report and proposal writing, focusing on organization, form, and style. Emphasis on materials gathered from professional fields such as medicine, nursing, dentistry, government, criminal justice, business, engineering, technology, science, and public relations. The course prepares students to produce clear, informative, and persuasive documents. The purpose and target audience influence choices about how information is presented including writing style, document layout, vocabulary, sentence and paragraph structure, and visuals. The course is grounded in rhetorical theory and focuses on producing usable, user-centered content that is clear, concise and ethical.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Writing

Is this course part of an AAS or related certificate of completion?

No

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?

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?

Yes

Area: Communication

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. produce a range of professional documents including letters, proposals, and reports (WR1);
2. demonstrate specificity, clarity, organization, and editing strategies focused on audience needs (WR1);
3. apply a variety of format and design techniques appropriate to document forms (WR1) (WR2);
4. collaborate on a simulated professional project (WR1);
5. locate, evaluate, and integrate academic research and documentation in APA or MLA style (WR2) (IL1) (IL2) (IL3) (IL4) (IL5);
6. apply a variety of visual and other multimodal aids to represent data ethically and without bias (WR1);
7. present findings, conclusions and recommendations clearly and efficiently (WR1) (WR2) (WR3).

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**

- C** 1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
- C** 2. Locate, evaluate, and ethically utilize information to communicate effectively.
- C** 3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

- S** 1. Engage in ethical communication processes that accomplish goals.
- S** 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

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:

- | | |
|----------------------------------|-------------------------------|
| ✓ General Examination | ✓ Projects |
| ✓ Presentations | ✓ Writing Assignments |
| ✓ Thesis/Research Project | ✓ Multiple Choice Test |
| ✓ Criteria | |
| ✓ Rubrics | |

:

Major Topic Outline:

1. The language and organization of basic documents:
 - a. Technical Definition.
 - b. Technical Description.
 - c. User's Manual.
2. Short Reports:
 - a. Abstract.
 - b. Marketing Brochure.
 - c. Lab Report.
 - d. Field Report.
 - e. Summary.
 - f. Software Review.
 - g. Advertising Flyer.
 - h. Job Description.
 - i. Job or Employee Evaluation.
 - j. Company Evaluation.
 - k. Journal Review.
3. Informal Reports:

- a. Memo.
- b. Proposal.
- c. Progress Report.
- 4. Formal Reports:
 - a. Feasibility Study.
 - b. Recommendation Report.
 - c. Proposal.
 - d. Journal Article.
 - e. Empirical Research.
 - f. Market Analysis.
- 5. Business Writing:
 - a. Letter of Application.
 - b. Letter of Resignation.
 - c. Letter of Transmittal.
 - d. Memo.
 - e. Business Card.
 - f. Resume.

- 7. Special Skills:
 - a. Documentation: MLA or APA Format.
 - b. Visuals and Page Design including the use of boldface, headings and subheadings, white space and bullet lists.
 - c. Interviews.
- 8. Major Topics:
 - a. The nature of technical writing.
 - b. The importance of accuracy, brevity, and clarity.
 - c. The processes of composing, revising, and editing.
 - d. Research and documentation skills.
 - e. Creativity amid technical format and objective language.
 - f. The ethics of business, academic, and industrial writing.
 - g. The value of visual aids including charts, graphs, tables, diagrams and others.
 - h. Working and writing in a group.
 - i. Generating a business or other professional portfolio.
 - j. Oral communication skills.
 - k. Assessing the receiving audience and its needs.

Does the content of this class relate to job skills in any of the following areas:

- | | |
|--------------------------------------|-----------|
| 1. Increased energy efficiency | No |
| 2. Produce renewable energy | No |
| 3. Prevent environmental degradation | No |
| 4. Clean up natural environment | No |
| 5. Supports green services | No |

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

- | | |
|---|---|
| <input checked="" type="checkbox"/> EOU (Eastern Oregon University) | <input checked="" type="checkbox"/> PSU (Portland State University) |
| <input checked="" type="checkbox"/> OIT (Oregon Institute of Technology) | <input checked="" type="checkbox"/> SOU (Southern Oregon University) |
| <input checked="" type="checkbox"/> OSU (Oregon State University) | <input checked="" type="checkbox"/> UO (University of Oregon) |
| <input checked="" type="checkbox"/> OSU-Cascade | <input checked="" type="checkbox"/> WOU (Western Oregon University) |

Identify comparable course(s) at OUS school(s)

WR 227 Technical Report Writing; WR 327 Technical Report Writing

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)

- Correspondence with receiving institution (mail, fax, email, etc.)**

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

Section #1 General Course Information

Department: English

Submitter

First Name: Sue
Last Name: Mach
Phone: 3262
Email: suema

Course Prefix and Number: WR - 243

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: Creative Writing: Playwriting

Course Description:

Designed for students who wish to learn the technique of playwriting, including the art of dialogue and the elements of dramatic structure.

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? 8

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ **Arts and Letters**

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations: WRD-098 or placement in WR-121

Requirements:

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

Yes (A "Yes" certifies you have talked with the librarian and have received approval.)*

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Not every term**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. demonstrate an understanding of dramatic conflict, (AL1)
 2. build dramatic scenes based on writing prompts, (AL1)
 3. create realistic dialogue and effective characterization, (AL1)
 4. implement the elements of a short play, including theme, situation, and character into a dramatic scenario; (AL1)(AL2)
 5. examine various theatrical styles, (AL1) AL2)
 6. apply methods of script revision with an eye toward production, (AL1)(AL2)
 7. analyze a script, (AL1)(AL2)
 8. create a script that meets the demands of production—working with actors, producers, and directors. (AL1)(AL2)
-

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:**WR: Writing Outcomes**

- P** 1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
- P** 2. Locate, evaluate, and ethically utilize information to communicate effectively.
- P** 3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.
2. Respond to the needs of diverse audiences and contexts.
3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.
2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

- S** 1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.
- S** 2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.
2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.
3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

- ✓ **Presentations**
- ✓ **Thesis/Research Project**
- ✓ **Projects**
- ✓ **Writing Assignments**
- ✓ **Portfolios**
- ✓ **Performances/Simulation**

Major Topic Outline:

1. Dramatic conflict.
2. Dialogue.
3. Elements of drama.
4. Production demands.
5. Script analysis.

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)

required or support for major

general elective

:

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

Section #1 General Course Information

Department: English

Submitter

First Name: Sue
Last Name: Mach
Phone: 3262
Email: suema@clackamas.edu

Course Prefix and Number: WR - 247

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: Advanced Playwriting

Course Description:

This course will continue to cover the narrative and dramatic techniques begun in Introduction to Playwriting. Students will create and workshop a one-act play, and explore avenues for future production. This course may be repeated for up to 8 credits.

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? 8

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Arts and Letters

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

Yes

Pre-reqs: WR-243 or Student Petition

**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?

✓ **Not every term**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. analyze and apply dramatic structure; (AL 1) (WR 1)
 2. collaborate with other theatre artists; (AL 1)
 3. evaluate and respond to peer feedback; (AL 1) (WR 1)
 4. revise work to most effectively tell a story; (AL 1) (WR 1) (WR 3)
 5. stage a public reading of his/her work; (AL 1) (WR 2)
 6. evaluate and respond to audience feedback; (WR 1) (WR 3)
 7. demonstrate knowledge of venues for future productions. (AL 1) (WR 2)
-

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

1. Engage in ethical communication processes that accomplish goals.
2. Respond to the needs of diverse audiences and contexts.
3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.
2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

- S** 1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.
- S** 2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.
2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.
3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

- ✓ **General Examination**
- ✓ **Presentations**
- ✓ **Criteria**
- ✓ **Rubrics**
- ✓ **Performances/Simulation**

- ✓ **Projects**
- ✓ **Writing Assignments**
- ✓ **Portfolios**

Major Topic Outline:

1. Understanding Dramatic Structure.
2. Completing a one-act play.
3. Responding to feedback.
4. Revising your work.
5. Presenting your work.
6. Marketing your work.

Does the content of this class relate to job skills in any of the following areas:

- | | |
|--------------------------------------|----|
| 1. Increased energy efficiency | No |
| 2. Produce renewable energy | No |
| 3. Prevent environmental degradation | No |
| 4. Clean up natural environment | No |
| 5. Supports green services | No |

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

- PSU (Portland State University)
- OSU (Oregon State University)
- OSU-Cascade
- UO (University of Oregon)

Identify comparable course(s) at OUS school(s)

How does it transfer? (Check all that apply)

- required or support for major
- general education or distribution requirement
- general elective

:

Provide evidence of transferability: (minimum one, more preferred)

- Correspondence with receiving institution (mail, fax, email, etc.)
- Other. Please explain.

Articulation agreements, A.S. Transfer degree

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

Section #1 General Course Information

Department: English

Submitter

First Name: Sue
Last Name: Mach
Phone: 3262
Email: suema

Course Prefix and Number: WR - 263

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: Advanced Screenwriting

Course Description:

An expansion of fundamental skills initiated in Introduction to Screenwriting. Students will construct a feature-length screenplay, further develop their critical response skills through peer editing and review, and seek out options for production of their work. May be repeated for up to 8 credits.

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? 8

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Arts and Letters

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): A.S. Degree in English

Are there prerequisites to this course?

Yes

Pre-reqs: WR-262 or Student Petition

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?

Yes

Recommendations: WRD-098 or placement in WR-121

Requirements:

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)*

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Not every 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. research ideas and incorporate them into an intriguing story,(AL1) (AL2)
2. recognize the fundamental process of how a movie gets made, (AL1)
3. create a dramatically well-structured story, (AL2)
4. respond constructively to peer and instructor feedback, (AL1) (AL2)
5. cooperate with classmates in script development and peer review, (AL1) (AL2)
6. complete a feature-length screenplay. (AL1) (AL2)

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.
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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.
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SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.
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MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.
2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

- S** 1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.
- S** 2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.
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1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.
3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

- ✓ **General Examination**
 - ✓ **Presentations**
 - ✓ **Criteria**
 - ✓ **Rubrics**
 - ✓ **Performances/Simulation**
- ✓ **Projects**
 - ✓ **Writing Assignments**
 - ✓ **Portfolios**
- :

Major Topic Outline:

1. Turning ideas into a story.
2. Developing a story that speaks to the human condition.
3. Script outlining.
4. Scene development.
5. Story Creation.
6. Peer editing.
7. Rewriting.
8. Script presentation.
9. Script optioning.

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

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Which OUS schools will the course transfer to? (Check all that apply)

- PSU (Portland State University)
- OSU (Oregon State University)
- OSU-Cascade
- UO (University of Oregon)

Identify comparable course(s) at OUS school(s)

How does it transfer? (Check all that apply)

- required or support for major
- general education or distribution requirement
- general elective

:

Provide evidence of transferability: (minimum one, more preferred)

Other. Please explain.

PSU catalog check, A.S. degree transfer agreements

First term to be offered:

Specify term: Spring 2020

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Social Science

Submitter

First Name: Kjirsten
Last Name: Severson
Phone: 6465
Email: kjirsten

Course Prefix and Number: WS - 101

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 Women's Studies

Course Description:

Examines the history of the representation of women, the history of US feminism and the development of Women's Studies as an academic discipline. Critically explores social issues relevant to women's lives, including gender-expression, marginalization, reproduction, sexuality, economic status and the experience of violence.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Arts and Letters

Social Science
 Cultural Literacy

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations: WRD-098 or placement in WR-121

Requirements:

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)*

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

- ✓ **Summer**
- ✓ **Fall**
- ✓ **Winter**
- ✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. demonstrate through analysis their understanding of diverse experiences of women across race, class, gender-expression, sexuality, age, disability, culture and geography in various social settings and situations, both today and in the past in order to apply this knowledge to their personal growth and ethical development; (AL1) (AL2) (SS1) (SS2) (CL)
2. identify the complexities of the various feminist perspectives and theories as applied to various social phenomena in order to augment their personal growth and enrichment; (AL1) (SS1) (SS2)
3. analyze various topics, social phenomena and perspectives related to the discipline of women's studies in order to understand and engage more fully difference in the diverse social and world in which we live; (AL1) (AL2) (SS1) (SS2) (CL)
4. analyze sexist and/or misogynistic social phenomena by evaluating information, evidence, argument and/or theory to draw logical conclusions or implications. (SS1)

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.

S 2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

S 1. Apply analytical skills to social phenomena in order to understand human behavior.

S 2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.
3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

C 1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

- ✓ **General Examination**
- ✓ **Projects**
- ✓ **Presentations**
- ✓ **Writing Assignments**
- ✓ **Rubrics**
- ✓ **Journal Writing**
- ✓ **Pre-Post Assessment**

Major Topic Outline:

1. Feminist theories, perspectives and approaches to social phenomena.
2. Historical and cross-cultural variation in women's experiences and roles across race, class, gender-expression, sexuality, age and geography.
3. Feminist social issues including:
 - a. gender-expression.
 - b. marginalization.
 - c. reproduction.
 - d. sexuality.
 - e. economic status.
 - f. experience of violence.

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)**
- UO (University of Oregon)**

Identify comparable course(s) at OUS school(s)

PSU - WS 101
UO - WGS 101

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)

- Correspondence with receiving institution (mail, fax, email, etc.)**

First term to be offered:

Next available term after approval

:

Program	Implementation
Electronics Engineering Technology AAS	2020/SU
Electronics Engineering Technology CC	2020/SU
Microelectronics Systems Technology AAS	2020/SU
Microelectronics Systems Technology CC	2020/SU

Electronics Engineering AAS

Program Learning Outcomes

Upon successful completion of this program, students should be able to:

Current

1. demonstrate safe work habits around electricity and manufacturing equipment;
2. apply verbal and graphical means to communicate effectively about electronics;
3. design, analyze and troubleshoot complex AC and DC circuits found in industrial, military and consumer electronics applications;
4. use test equipment such as oscilloscopes, digital multimeters, signal generators and power supplies to test and maintain components and equipment;
5. apply the concepts of digital electronics, computing and programming to implement automation.

Proposed

1. communicate critical information about electronic systems using verbal, written, or graphical means;
2. troubleshoot electrical and electronic systems;
3. analyze electronic systems;
4. install or build electronic and electromechanical systems;
5. use proper electrical test equipment to test and maintain electronic and electrical components and equipment;
6. demonstrate safe work habits around electricity and electronic equipment.

Electronics Engineering CC

Program Learning Outcomes

Upon successful completion of this program, students should be able to:

Current

1. demonstrate safe work habits around electricity and manufacturing equipment;
2. apply verbal and graphical means to communicate effectively about electronics;
3. design, analyze and troubleshoot complex AC and DC circuits found in industrial, military and consumer electronics applications;
4. use test equipment such as oscilloscopes, digital multimeters, signal generators and power supplies to test and maintain components and equipment;
5. apply the concepts of digital electronics, computing and programming to implement automation.

Proposed

1. communicate critical information about electronic systems using verbal, written, or graphical means;
2. troubleshoot electronic systems;
3. analyze basic electronic systems;
4. install or build electronic and electromechanical systems;
5. use proper electrical test equipment to test and maintain electronic and electrical components and equipment;
6. demonstrate safe work habits around electricity and electronic equipment.

Microelectronics Systems Technology AAS

Program Learning Outcomes

Upon successful completion of this program, students should be able to:

Current

1. demonstrate safe work habits around electricity and manufacturing equipment;
2. apply verbal and graphical means to communicate effectively about electronics;
3. design, analyze and troubleshoot common AC and DC circuits found in industrial, military and consumer electronics applications;
4. use test equipment such as oscilloscopes, digital multimeters, signal generators and power supplies to test and maintain components and equipment;
5. apply knowledge of control systems and industrial technologies to select, program, operate and maintain automated manufacturing systems.

Proposed

1. communicate critical information about electronic systems using verbal, written, or graphical means;
2. troubleshoot electrical and electronic systems;
3. use proper electrical test equipment to test and maintain electronic and electrical components and equipment;
4. demonstrate safe work habits around electricity and electronic equipment;
5. demonstrate basic knowledge of semiconductor manufacturing and materials.

Microelectronics Systems Technology CC

Program Learning Outcomes

Upon successful completion of this program, students should be able to:

Current

1. demonstrate safe work habits around electricity and manufacturing equipment;
2. apply verbal and graphical means to communicate effectively about electronics;
3. design, analyze and troubleshoot common AC and DC circuits found in industrial, military and consumer electronics applications;
4. use test equipment such as oscilloscopes, digital multimeters, signal generators and power supplies to test and maintain components and equipment;
5. demonstrate basic knowledge of the semiconductor manufacturing and materials;
6. apply knowledge of industrial technologies to select, operate and maintain automated manufacturing systems.

Proposed

1. communicate critical information about electronic systems using verbal, written, or graphical means;
2. troubleshoot electrical and electronic systems;
3. use proper electrical test equipment to test and maintain electronic and electrical components and equipment;
4. demonstrate safe work habits around electricity and electronic equipment;
5. demonstrate basic knowledge of semiconductor manufacturing and materials.