Curriculum Committee Agenda

February 7, 2020 (8-9:30am, CC127)

	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. CTE Instruction	**Laurette Scott**	Informational
5. Old Business a. COMM-112 feedback from College Council b. Gen Ed Courses that Need Review	**Alice Lewis** **Gen Ed Group**	Discussion Approval/20.SU
6. New Business a. **Related Instruction Review** i. Computation: MTH-054, MTH-275 ii. Communication: WR-101, WR-227 iii. Human Relations: PSY-215 iv. PE/Health: FRP-246	**RI Sub-Committee**	Approval/20.SU
b. **Course Inactivations**		
i. ART-102, ART-103	**Nora Brodnicki**	Approval/20.SU
ii. CS-090, CS-091	**Bev Forney**	Approval/20.SU
iii. MUS-211L, MUS-212L, MUS-213L	**Lars Campbell**	Approval/20.SU
c. **Course Hours, Instructional Method, Credits Change**		
i. ART-120	**Nora Brodnicki**	Approval/20.SP
ii. CS-240M, CS-240W, CS-289	**Rick Carino**	Approval/20.SP
iii. ED-100	**Laurette Scott**	Approval/20.SU
iv. FRP-243	**Jeff Ennenga**	Approval/20.SU
v. MUS-111L, 112L, 113L	**Lars Campbell**	Approval/20.SP
d. **New Courses**		
i. EMP-201, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226	**Jeff Ennenga**	Approval/20.SP
ii. FRP-259	**Jeff Ennenga**	Approval/20.SP
e. **Program Suspensions**		
i. Paraeducator CC	**Laurette Scott**	Approval/20.SU
f. **Program Amendments**		
i. AS, Biological Engineering, OSU AS, Chemical Engineering, OSU	**Megan Feagles**	Approval/20.SU

AS, Civil Engineering, OSU AS, Civil/Environmental Engineering, PSU AS, Construction Engineering Management, OSU AS, Ecological Engineering, OSU AS, Electrical Engineering, OSU AS, Electrical/Computer Engineering, PSU AS, Energy Systems Engineering, OSU AS, Environmental Engineering, OSU AS, Industrial/Manufacturing Engineering, OSU AS, Mechanical Engineering, OSU AS, Mechanical Engineering, PSU		
ii. AS, Biology, OSU	**Megan Feagles**	Approval/20.SU
iii. AS, English, OSU	**Jeff McAlpine**	Approval/20.SU
iv. AS, English PSU	"	Approval/20.SU
v. AS, English, UofO	"	Approval/20.SU
vi. CTE Instruction	**Laurette Scott**	Approval/20.SU
vii. Early Childhood Education & Family Studies AAS	**Dawn Hendricks**	Approval/20.SU
viii. Early Childhood Education & Family Studies CC	"	Approval/20.SU
ix. Electrician Apprenticeship Technologies AAS	**Shelly Tracy**	Approval/20.SU
x. Fire Science (Wildland) CC	**Jeff Ennenga**	Approval/20.SU
xi. Wilderness Survival & Leadership CPCC	"	Approval/20.SU
xii. Wildland Fire Forestry CPCC	"	Approval/20.SU
xiii. Wildland Fire Management AAS	"	Approval/20.SU
xiv. Wildland FireFighter 1 CPCC	"	Approval/20.SU
7. Closing Comments		

Curriculum Committee Minutes

January 24, 2020 (10-11:30am, CC127)

Present: Katie Hodgin (ASG), Nora Brodnicki, Jeff Ennenga, Megan Feagles (Recorder), Ida Flippo, Darlene Geiger, Sue Goff, Shalee Hodgson, Alice Lewis, Mike Mattson, Jeff McAlpine (Alternate Chair), Suzanne Munro, Scot Pruyn (Chair), Esther Sexton, Charles Siegfried, Sarah Steidl, Dru Urbassik, Andrea Vergun, Helen Wand

Guests: Rich Albers, Jonathan Baker, Carol Burnell, April Chastain, Mike Farrell, Cindy Garner, Jarett Gilbert, Eric Roberts, Shelly Tracy

Absent: Karen Ash, Dustin Bare, Rick Carino, Elizabeth Carney, Frank Corona, Eden Francis, Jason Kovac, Kara Leonard, Tracy Nelson, David Plotkin, Lisa Reynolds, Cynthia Risan, Tara Sprehe

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1. **Welcome & Introductions**

2. **Approval of Minutes**
   a. Approval of the December 6, 2019 minutes

   Motion to approve, approved

3. **Consent Agenda**
   a. Course Number Changes
   b. Course Title Change
   c. Reviewed Outlines for Approval

   Motion to approve, approved

4. **Informational Items**
   a. **Program Learning Outcomes**
      i. Electronics Engineering Technology AAS
         1. Mike Farrell presented
         2. These changes are a result of Assessment work
         3. Changes were reviewed by Advisory Board
      ii. Electronics Engineering Technology CC
         1. Mike Farrell presented
         2. These changes are a result of Assessment work
         3. Changes were reviewed by Advisory Board
      iii. Microelectronics Systems Technology AAS
         1. Mike Farrell presented
         2. These changes are a result of Assessment work
         3. Changes were reviewed by Advisory Board
      iv. Microelectronics Systems Technology CC
         1. Mike Farrell presented
         2. These changes are a result of Assessment work
         3. Changes were reviewed by Advisory Board

5. **Old Business**

6. **New Business**
   a. **Related Instruction Review**
      i. Computation: BA-104, MTH-065
      ii. PE/Health: HE-163, HE-164
         1. The Related Instruction Sub-Committee recommends that the above course continue to be approved in the noted Related Instruction categories.

   Motion to approve, approved

   b. **Course Inactivations**
      i. HS-260
         1. Megan Feagles presented on behalf of Yvonne Smith
         2. “This course is no longer part of our curriculum as the instructor left employment at CCC in 2017”

   Motion to approve, approved

   c. **Course Reactivations**

i. APR-111UE, 112UE, 113UE, 121UE, 122UE, 123UE, 131UE, 132UE, 133UE, 134UE, 135UE, 136UE, 137UE, 231UE, 232UE, 233UE
    1. Shelly Tracy presented
    2. “These are the PacifiCorp apprenticeship courses and degree program PC has requested to be re-activated”

Motion to approve, approved

ii. UTL-100, -107, -171, -172, -174, -175
    1. Shelly Tracy presented
    2. Changing from ERM to UTL (not equating UTL courses to ERM courses, department said they wouldn’t do substitutions).
    3. UTL is Utility Training-Line

Motion to approve, approved

iii. ENG-296
    1. Carol Burnell presented
    2. “ENG-296 is a course that focuses on the study of nonfiction, literary, and other works that have been adapted to film. It's a common type of course in most colleges”

Motion to approve, approved

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

i. EMT-101, EMT-102
    1. Jarett Gilbert presented on behalf of Tana Sawzak
        a. Changing from 5 credits to 6 credits
        b. Align with the Oregon EMS Consortium statewide degree program
        c. Better prepare students to meet the industry standard
        d. Allow students to miss a session or two and still qualify for credentialing
        e. Recover some of the instructor costs
        f. Qualify more students for a "completion: credential for the benefit of the student and the college.

Motion to approve, approved

ii. MBC-125, MBC-126, MBC-225
    1. Cindy Garner presented
    2. “Since curriculum committee approval I have received more input on course delivery with educators, coders, and students who have taken similar programs. From this input I have concluded the optimal delivery for students understanding will mainly be listening to lectures and writing notes in their code books with some coding examples worked through in lecture. I felt the amount (and allocation) of course time was more than required and have adjusted it.”

Motion to approve, approved

e. **New Courses**

i. EFA-101S
    1. Megan Feagles presented on behalf of Eric Lee
    2. “With the implementation of the guided pathways model, we hope to create a course that helps students who choose the STEM pathway but are undecided on their major find a more narrow pathway.”

Motion to approve, approved

ii. EMP-202, EMP-204, EMP-206
    1. Jonathan Baker presented
    2. “Revision of the emergency management program.”
    3. Will the courses be offered if there still isn’t a program?
        a. Yes
        b. They will be electives in other programs, they can be used for AAOT and AGS as electives

Motion to approve, approved

iii. ENG-271, ENG-272, ENG-273
    1. Jeff McAlpine presented
    2. “Students seeking the A.S. in English Degree or transferring to a university will benefit from a 200-level course in which they practice literary research and applying critical theory.”
    3. These are the 200-level version of the 100-level courses.
    4. Reminder that Gen Ed review is still on hold, but there is a group that is looking at courses until the new process is complete.

Motion to approve, approved

iv. GIS-270
    1. Eric Roberts presented

2. "Need additional options besides CWE to ensure students meet the program learning outcomes."
3. Can't guarantee a CWE opportunity for every student. This course would be a term-long project. Student-developed, instructor-guided. Opportunities for portfolio development

Motion to approve, approved

v. UTL-120, UTL-173
1. Shelly Tracy presented
2. "New program for VOLTA students"

Motion to approve, approved

f. **Program Amendments**

i. AS, Computer Science, PSU
1. Rich Albers presented
2. Replacing 3-4 credit CS electives with CS-140L.
3. Credit change from 99-106 to 100-106

Motion to approve, approved

ii. AS, Music, PSU
1. Megan Feagles presented on behalf of Lars Campbell
2. Remove MUS-211L, MUS-212L, and MUS-213L. These will be consolidated into the 111L, 112L, and 113L courses, respectively.
3. Credit change from 103-110 to 100-107

Motion to approve, approved

iii. Emergency Medical Technology CC
1. Jarett Gilbert presented
2. Reflect change of EMT-101 and EMT-102 to 6 credits, moved some courses around.
3. Credit change from 54 to 56

Motion to approve, approved

iv. Gerontology Certificate
1. Megan Feagles presented on behalf of Yvonne Smith
2. Removing the now inactive HS-260 from the elective list.

Motion to approve, approved

v. Horticulture AAS
1. April Chastain presented
2. Adding WET-109 to elective list so that it can be in the related program, Irrigation Technician CPCC

Motion to approve, approved

vi. Irrigation Technician CPCC
1. April Chastain presented
2. Adding WET-109, moving around the CWE requirement
3. Credit change from 15 to 19

Motion to approve, approved

vii. Organic Farming CC
1. April Chastain presented
2. Move HOR-235 and -236 to elective list. Add HOR-223 to first term. No credit change.

Motion to approve, approved

viii. Manufacturing Technology AAS and Certificate
1. Mike Mattson presented
2. Changing Manufacturing Technology to Machine Tool Technology, no other changes
3. Update documents and re-upload to website
    a. *Done on 1/24/19 by MCF*

Motion to approve, approved

ix. Medical Billing and Coding CC
1. Cindy Garner presented
2. BI-120 and MTH-060 swapped terms. No credit changes.
3. Change BI-120 or BI-120 or BI-231, -232, and -233
    a. *Done on 1/24/19 by MCF*
4. Change MTH-060 to MTH-060 or MTH-098
    a. *Done on 1/24/19 by MCF*

Motion to approve, approved

x. Nursing (RN) AAS
1. Jarett Gilbert presented on behalf of Carol Dodson
2. Moving two courses up a term each, no credit changes

Motion to approve, approved

7. **Closing Comments**
    a.

-Meeting Adjourned-

Next Meeting: February 7, 2020 CC127 8-9:30am

Clackamas Community College

CONSENT AGENDA

February 7, 2020 (8-9:30am, CC127)

1. Course Title Change

Course	Current Title	Proposed Title
DMC-291	Digital Multimedia Communications Portfolio Project I	Digital Media Communications Portfolio Project I
DMC-292	Digital Multimedia Communications Portfolio Project II	Digital Media Communications Portfolio Project II
ED-220	Foundations of Career Technical Education	Introduction to CTE in Oregon

2. Course Number Change

Course	Title	Proposed Course Number

3. Outlines Reviewed for Approval

Course	Title	Implementation
ART-257	Metalsmithing/Jewelry	2020/SP
COMM-100	Basic Speech Communication	
COMM-112	Persuasive Speaking	
COMM-140	Introduction to Intercultural Communication	
COMM-219	Small Group Discussion	
CS-120	Survey of Computing	
CS-251	Discrete Structures II	
CS-280	Computer Science/CWE	
DA-101L	Dental Radiology I Lab	
DA-102	Dental Radiology II	
DA-102L	Dental Radiology II Lab	
DA-105L	Clinical Procedures II Lab	
DA-106L	Clinical Procedures III Lab	
DA-107	Dental Materials I	
DA-108L	Dental Materials II Lab	
DA-110	Clinical Practicum I	
DA-130	Clinical Practicum III	
DMC-291	Digital Media Communications Portfolio Project I	
DMC-292	Digital Media Communications Portfolio Project II	
EC-200	Introduction to Economics	
ED-220	Introduction to CTE in Oregon	
ED-280	Practicum/CWE	
FRP-220	Initial Attack Incident Commander (S-200)	
FRP-250	Wilderness VI: Basic Tool Use and Care	
FRP-265	Wildland Fire Prevention Education 1 (P-101)	
HOR-213	Computer-Aided Landscape Design	
HOR-222	Horticultural Computer Applications	
HS-216	Group Counseling Skills	
MUS-211	Music Theory II	
MUS-212	Music Theory II	
MUS-213	Music Theory II	
TA-101	Appreciation of Theatre	
TA-103	Appreciation of Theatre	

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: ART

Submitter

First Name: Nora
Last Name: Brodnicki
Phone: 3036
Email: norab@clackamas.edu

Course Prefix and Number: ART - 257

 # 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: Metalsmithing/Jewelry

Course Description:

This course examines basic techniques in metalsmithing and jewelry-making. Students will learn basic techniques and processes of metalsmithing such as sawing, cold connection, soldering, metal inlay, fabrication, forming, surface treatments and casting. The focus of this class will be placed on creating forms for body adornment. Critiques, discussions and presentations are included in this course.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ **Arts and Letters**

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

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?

No

Student Learning Outcomes:

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

1. create personal works of small sculpture and/ or jewelry; (AL1)
2. identify and describe small metal works and their art historical styles; (AL2)
3. demonstrate group and self-critiquing skills; (AL1)
4. recognize standards of quality in design and technique; (AL1)
5. apply basic small metals techniques, terminology and ideas;
6. apply artistic ideas and cultural concepts to the use of metal as the primary medium. (AL2)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

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:

✓ **Projects**

✓ **Portfolios**

✓ **Other Assessment Tools**: art

Major Topic Outline:

1. Pierced Pendant- sawing, piercing, filing, surface treatment.
2. Etched and Die formed Broach- soldering, jump ring making, hydraulic press die forming, photo etching.
3. Cold Forge Bracelet- cold forging.
4. Hollow ring-construction and fabrication.
5. Cast Ring- Wax working, Lost wax casting.
6. Marriage of Metal– puzzle soldered inlay.
7. Small metals and their connection to art, cultural and historical ideas.

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

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

✓ **OIT (Oregon Institute of Technology)**

✓ **PSU (Portland State University)**

✓ **UO (University of Oregon)**

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

ART 258, ART 259

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

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

✓ **Other. Please explain.**

review of outlines on website

First term to be offered:

Specify term: Spring

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Communication Studies

Submitter

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

Course Prefix and Number: COMM - 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: Basic Speech Communication

Course Description:

Explores interpersonal and small group dynamics and communication skills in day-to-day formal and informal situations. Examines positive self-concept, listening skills, verbal and non-verbal modes of communication, and clarity of expression. Designed for non-transfer students.

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?

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?

✓ **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 of the communication process orally and in writing;
2. identify appropriate verbal and nonverbal messages for various communication situations,including messages used in electronic correspondence;
3. use strategies for effective listening;
4. describe strategies for building and maintaining relationships;
5. participate effectively in small group interactions;
6. demonstrate the ability to conduct informational interviews and job interviews.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Elements of the Communication Process.
2. Influence of self-concept.
3. Influence of culture and co-culture.
4. Types of communication.
5. Basic presentation skills
6. Effective verbal and nonverbal communication.
7. The Perceptual Process
8. Listening strategies.
9. Creating and maintaining relationships.
10. Ethical communication.
11. Johari's windows—Awareness and Disclosure.
12. Communicating emotions.
13. Small group roles and rules.
14. Leadership styles.
15. Conflict response.
16. Computer-mediated communication (e-mail, social/professional networks, etc.).
17. Interviewing techniques for both informational and professional purposes.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

✓ **OIT (Oregon Institute of Technology)**
✓ **OSU (Oregon State University)**
✓ **OSU-Cascade**
✓ **PSU (Portland State University)**
✓ **UO (University of Oregon)**

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

Comm-100 or Comm Lower Division Transfer

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

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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?

✓ 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 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)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

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.

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**
✓ **Presentations**
✓ **Thesis/Research Project**
✓ **Criteria**
✓ **Rubrics**
✓ **Performances/Simulation**
✓ **Projects**
✓ **Writing Assignments**
✓ **Multiple Choice Test**
✓ **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)

✓ **OIT (Oregon Institute of Technology)**
✓ **OSU (Oregon State University)**
✓ **OSU-Cascade**
✓ **PSU (Portland State University)**
✓ **SOU (Southern Oregon University)**
✓ **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

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Section #1 General Course Information

Department: Communication Studies

Submitter

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

Course Prefix and Number: COMM - 140

 # 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 Intercultural Communication

Course Description:

Intercultural Communication is a course dedicated to exploring the impact cultural differences have on the communication process. Students explore their own cultural behaviors and possible ways to deal with difficult situations when cultural differences cause a problem(s). Emphasis is given to the influence of culture on the interpretation of the communication act and to the communication skills that enhance cross-cultural communication.

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: Non-native English speakers must have a Student Performance Level of 8 as measured by the BEST Plus. There is not a requirement for native speakers

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

Yes

Area: Human Relations

GRADING METHOD:

A-F or Pass/No Pass

Audit: 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 basic concepts of intercultural communication and how they apply to personal and work-related life; (C1) (AL2) (SS2) (SP1) (SP2) (SP3)
2. recognize and explain how cultural needs, behaviors, assumptions, values and beliefs influence one's own personal communication; (C1) (AL2) (SP1) (SP2) (SP3)
3. develop skills in being non-judgmental in situations involving cultural differences; (C1) (AL1) (AL2) (SP1) (SP2) (SP3)
4. identify value differences and learn to recognize the dominant values of one's culture; (C1) (AL2) (SP1) (SP2) (SP3) (SS2)
5. explain the effects of stereotyping, prejudice, and hate in cultural situations; (C1) (AL2) (SP1) (SP2) (SP3)
6. recognize an increase in his/her own sensitivity towards and appreciation of cultural differences; (C1) (AL2) (SP1) (SP2) (SP3) (SS2)
7. deal more effectively with problems stemming from intercultural misunderstandings and conflict; (C1) (AL1) (AL2) (SP1) (SP2) (SP3)
8. recognize and analyze the various values that underpin different communication styles across cultures. (C1) (AL2) (SP1) (SP2) (SP3) (SS2)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

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.

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.

S 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

P 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**
✓ **Presentations**
✓ **Thesis/Research Project**
✓ **Criteria**
✓ **Rubrics**
✓ **Journal Writing**
✓ **Projects**
✓ **Writing Assignments**
✓ **Multiple Choice Test**

:

Major Topic Outline:

1. Surface and deep culture.
2. What a culture needs.
3. Stereotypes.
4. Cultural identity – subcultures.
6. Ethnocentrism.
8. Review of culture and barriers to intercultural communication.
9. Communication process and noise.
10. Difference in nonverbal communication across cultures
11. Culture shock.
12. Dominant American values.
13. Hofstede’s five dimensions of cultural differences.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

✓ **OIT (Oregon Institute of Technology)**
✓ **OSU (Oregon State University)**
✓ **OSU-Cascade**
✓ **PSU (Portland State University)**
✓ **SOU (Southern Oregon University)**
✓ **UO (University of Oregon)**

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

COMM-215 Intro to Intercultural Communication at PSU
SP132T at U of O
COMM-205 Intercultural Comm at OIT

How does it transfer? (Check all that apply)

✓ **general education or distribution requirement**
✓ **general elective**
✓ **other (provide details)**: Identity/Plural Tolerance credits at U of O; Humanities Exploration credits at SOU

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

✓ **Other. Please explain.**

Verified transferability information through colleges' websites

First term to be offered:

Specify term: Spring 2014

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Communication Studies

Submitter

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

Course Prefix and Number: COMM - 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: Small Group Discussion

Course Description:

Theories and practices of small group communication through group discussions, readings and written exercises. Emphasis on effective group communication, leadership skills, and problem-solving in small groups.

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?

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?

✓ 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 the various types of groups available in the private, public, global arena; (CL1)
2. recognize group members' roles and functions in the group process; (AL1)(AL2)
3. describe the development, maintenance and deterioration of small groups; (AL1) (AL2)
4. identify the inter/intra-cultural difference between verbal and nonverbal communication and their influence upon human interaction and group relationships; (AL1) (AL2) (CL1)
5. demonstrate problem-solving, conflict resolution and reduction techniques within groups; (AL1)
6. discuss leadership skills that affect group members' attitudes and motivations; (AL1) (AL2) (C1)
7. identify the ethical dimensions and elements of cohesiveness and groupthink within group dynamics; (AL2)
8. prepare for and participate in the group decision-making process; (AL1) (AL2) (SP1) (SP2) (SP3)
9. identify how different methods of group decision-making, critical thinking (including errors), and creative problem-solving techniques can affect a group in its decision-making; (AL1) (AL2) (SP1) (SP2) (SP3)
10. investigate, analyze, and integrate evidence and reasoning into group problem-solving; (AL1) (AL2) (SP1) (SP2) (SP3)
11. identify and evaluate different types of verbal and nonverbal messages as well as listening skills in group work; (C1) (SS1) (AL2) (SP1) (SP2) (SP3)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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- 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.

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

P 3. Build and manage relationships.

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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**
✓ **Other Assessment Tools**: Community Service Project
✓ **Projects**
✓ **Writing Assignments**
✓ **Multiple Choice Test**
✓ **Pre-Post Assessment**

Major Topic Outline:

1. Sender-message-receiver process.
2. Group motivational theories.
3. Definition of groups.
4. Functional versus dysfunctional groups development and deterioration.
5. Problem solving process and conflict resolution.
6. Cohesiveness and groupthink.
7. Leadership styles and theories.
8. Membership styles and theories.
9. Group evaluation from forming.
10. Stages of group development.
11. Diversity in groups.
12. Verbal and nonverbal communication in groups.
13. Listening in groups.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

✓ **OIT (Oregon Institute of Technology)**
✓ **OSU (Oregon State University)**
✓ **OSU-Cascade**
✓ **PSU (Portland State University)**
✓ **SOU (Southern Oregon University)**
✓ **UO (University of Oregon)**

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

SPE 321 Small Group/Team Comm at OIT (but students must replace with another upper division class)
COMM 225 Small Group Comm at SOU

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.**

Verified through transferability information listed on colleges' websites.

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: Business & Computer Science: Computer Science

Submitter

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

Course Prefix and Number: CS - 120

 # Credits: 4

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours): 22
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: Survey of Computing

Course Description:

A computer competency course to familiarize students with computer concepts, software applications and the implications of living in the digital age. Introduces students to computer concepts, including, but not limited to the Microsoft Windows environment, Microsoft Office Applications, hardware terminology, social media and the Internet.

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: Placement in CS-120 and 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:

Requirements: Flash drive

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. recall common computer hardware-related terms and concepts;
2. describe major events in the history of computing, including the origin of modern computing, the evolution of the modern internet, and the evolution of the Graphical User Interface;
3. create and modify documents, spreadsheets, databases and presentations using MS Office;
4. demonstrate the successful creation of a proper email, including how to digitally attach documents to an email prior to sending;
5. demonstrate successfully navigating the MS Windows environment;
6. describe and implement effective file management, including saving files on a computer, thumb drive, and in the cloud;
7. discuss the role of computers and utilizing computers within the current industrial and technological environment;
8. review the implications of social media on personal and professional endeavors;
9. demonstrate using the Internet as a research tool for scholarly projects as well as for personal uses (e.g. shopping, travel).

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Introduction.
2. Computing Fundamentals.
a. Essential computer hardware.
b. The role of the operating system.
c. Networking concepts.
3. Using Productivity Software.
a. Creating an email.
b. Creating a new Word document.
c. Formatting and organizing.
d. Importing text.
e. Collaboration.
f. Managing money formulas and functions.
g. Giving meaning to data using charts.
h. Creating and enriching presentations.
i. Creating a customized database.
4. Living in the Digital Age.

a. Understanding the internet.
b. Searching for information.
c. Communicating online.

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: Business & Computer Science: Computer Science

Submitter

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

Course Prefix and Number: CS - 251

 # 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: Discrete Structures II

Course Description:

Continuation of the introduction to discrete structures and techniques for computing started in CS-250. The course, which is the second in the two-term sequence, aims to convey the skills in discrete mathematics that are used in the study and practice of computer science. Topics include: Logic: propositional calculus, first-order predicate calculus; Formal reasoning: natural deduction, resolution; Applications to program correctness and automatic reasoning; Introduction to algebraic structures in computing.

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): AS Degree in Computer Science with PSU

Are there prerequisites to this course?

Yes

Pre-reqs: CS-250

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. apply the properties of propositional calculus to determine whether a wff is a tautology, a contradiction, or a contingency by truth tables and by Quine's method, construct equivalence proofs, and transform truth functions and wffs into conjunctive or disjunctive normal form;
2. describe the basic inference rules and use them to write formal proofs in propositional calculus,
3. apply the properties of first-order predicate calculus to determine whether a wff is valid, invalid, satisfiable, or unsatisfiable, construct equivalence proofs, and transform first-order wffs into prenex conjunctive or disjunctive normal form;
4. describe the rules of inference for quantifiers and use them along with the basic inference rules to write formal proofs in first-order predicate calculus,
5. write formal proofs in first-order predicate calculus with equality,
6. construct partial correctness proofs of simple imperative programs and construct termination proofs for simple loops,
7. transform first-order wffs into clausal form and unify atoms from a set of clauses,
8. describe the resolution inference rule, use it to write formal proofs in first-order logic, and describe how resolution is used to execute a logic program;
9. transform simple English sentences into formal logic (propositional, first-order, or higher-order);
10. apply appropriate algebraic properties to simplify Boolean expressions, simplify regular expressions, write recursive definitions for simple functions in terms of operations for abstract data types, write expressions to represent relations constructed in terms of operations for relational databases, and work with congruences.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Propositional logic: propositional calculus, normal forms, formal reasoning.
2. First-order logic: first-order predicate calculus, equivalence, quantifier inference rules.
3. Applied Logic: equality, program correctness, higher-order logic.
4. Automatic Reasoning: clausal forms, unification, resolution.
5. Algebraic Structures: Boolean algebra, abstract data types, relational algebra, congruences.

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)

CS-251

How does it transfer? (Check all that apply)

✓ **required or support for major**

:

First term to be offered:

Specify term: Spring 2016

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Business & Computer Science: Computer Science

Submitter

First Name: Rich
Last Name: Albers
Phone: 3166
Email: richa@clackamas.edu

Course Prefix and Number: CS - 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: Computer Science/CWE

Course Description:

Cooperative Work Experience. This course provides supervised work experience to supplement the academic classroom environment. Work examples include user support, work with computer applications or programming languages, installation or management PC computer systems, and developing websites. Variable Credit: 1-6 credits. May be repeated for up to 9 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? 9

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): Computer Science AAS & Certificate

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?

✓ **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 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. Orientation and establishment of individual goals/measurable learning objectives in an agreed-upon work plan.
2. Completion of at least three objectives at the work site.
3. Required meetings with instructor and supervisor.
4. Documentation work activities and hours worked.
5. Discussion of human relation issues at work site.
6. Summary and evaluation.

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

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Section #1 General Course Information

Department: Health Sciences: Allied Health

Submitter

First Name: Maria
Last Name: Corona
Phone: 0693
Email: mariac

Course Prefix and Number: DA - 101L

 # 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: Dental Radiology I Lab

Course Description:

This course covers practical instruction in radiation health and safety, types of films, film holders, processing and mounting of dental films, use of x-ray equipment, infection control techniques, disposal of hazardous waste. Introduces the use of digital radiation. All exposure techniques performed on x-ray manikins. Required: Student Petition.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): Dental Assistant Certificate

Are there prerequisites to this course?

No

Are there corequisites to this course?

Yes

Co-reqs: DA-101

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

Yes

Recommendations:

Requirements: Acceptance into Dental Assistant program. Student Petition.

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F 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 ability to follow radiation safety measures when exposing periapical and bitewing films on a manikin,
2. use infection control protocol for exposure, processing and mounting for radiographic films;
3. identify possible exposure and processing errors, and make corrections;
4. identify film/digital mounting errors and make corrections,
5. identify major oral landmarks to assist with mounting of radiographs,
6. examine the quality of dental radiographs relative to exposure and development,
7. solve problems independently.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Dental X-ray Machine Function/Operation
2. Operator Protection
3. Infection Control
4. Intra-Oral Radiographic Techniques
a. infection control
b. film/digital and PID positioning
c. paralleling and bitewing techniques
d. common errors
5. Film Processing and Mounting
a. infection control
b. darkroom and film processing
c. quality control
d. mounting diagnostic quality films
6. Basic Lab Skills Development
a. application of basic dental anatomy
b. demonstration of periapical exposures and bitewing films on manikins
c. demonstration of increase accuracy and speed
d. problem solve errors with exposure, processing and mounting.

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

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Section #1 General Course Information

Department: Health Sciences: Dental Assistant

Submitter

First Name: Maria
Last Name: Corona
Phone: 0693
Email: mariac

Course Prefix and Number: DA - 102

 # 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: Dental Radiology II

Course Description:

Alternative radiographic techniques are discussed as students develop their knowledge in the following areas: bisecting, extra-oral radiography, techniques for children, and patients with special needs. This course provides an in-depth study of the purpose and uses of panoramic imaging, digital imaging, three-dimensional digital imaging, and occlusal examinations. Identification of radiographic interpretation and infection control procedures will also be covered. Required: Student Petition.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): Dental Assistant Certificate

Are there prerequisites to this course?

Yes

Pre-reqs: DA-101 with a C or better

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

No

Are there corequisites to this course?

Yes

Co-reqs: DA-102L

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

Yes

Recommendations:

Requirements: Acceptance into the Dental Assistant program. Student Petition.

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F 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. explain the basic principles of the bisecting technique;
2. contrast the paralleling and bisecting techniques;
3. identify and describe the appearance of: incipient, moderate, advanced, and severe caries on a dental image;
4. discuss imaging of patients with special needs;
5. identify modifications in technique necessary to acquire a radiographic image on patients with special needs;
6. describe the purpose of occlusal examination;
7. discuss the buccal object rule;
8. discuss (in-depth) the purpose and uses of three-dimensional digital imaging;
9. describe (in-depth) the purpose and uses of panoramic imaging;
10. discuss (in-depth) the fundamentals of digital imaging;
11. describe the equipment used in digital imaging;
12. identify and describe (in-depth) the appearance of various restorations, dental materials and miscellaneous objects on dental images;
13. describe the type of dental images that should be used to document periodontal disease and the preferred exposure technique.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Intra-oral radiographic techniques
a. bisecting technique
b. paralleling technique
c. occlusal film
2. Alternative radiographic techniques
a. panoramic imaging
b. extraoral imaging

c. digital imaging
d. three-dimensional digital imaging
e. localization technique
3. Processing of receptor images
4. Patient management
5. Basic radiographic interpretation

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 2021

Clackamas Community College

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Section #1 General Course Information

Department: Health Sciences: Allied Health

Submitter

First Name: Maria
Last Name: Corona
Phone: 0693
Email: mariac

Course Prefix and Number: DA - 102L

 # 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: Dental Radiology II Lab

Course Description:

Knowledge and skills in alternative radiographic techniques are taught as students demonstrate exposure techniques and corrective measures of various alternative radiographic techniques. Students meeting radiographic proficiency on the x-ray mannequin prepare for the Radiation Health and Safety (RHS) proficiency exam. Candidates for the RHS proficiency exam will follow all RHS, Dental Assisting National Board (DANB) and Oregon examination requirements in preparation of patient radiographs. Required: Student Petition.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): Dental Assistant Certificate of Completion

Are there prerequisites to this course?

Yes

Pre-reqs: DA-101 with a C or better

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

No

Are there corequisites to this course?

Yes

Co-reqs: DA-102

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

Yes

Recommendations:

Requirements: Acceptance into the Dental Assistant program. Student Petition.

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F 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 proper film/digital sensor placement and cone positioning for each film in a full-mouth series according to bisecting techniques on a manikin,
2. utilize all safety techniques previously learned to reduce radiation exposure to both the operator and patient,
3. describe measures needed to correct exposure errors,
4. evaluate film/digital images,
5. utilize aseptic procedures when placing XCP holders on a patient,
6. develop increased accuracy and speed on all skills,
7. demonstrate the localization technique,
8. demonstrate patient position and exposure of occlusal film on manikin,
9. demonstrate patient positioning in the panoramic unit (no exposure),
10. demonstrate duplication of CMS (manikin films),
11. demonstrate professional courtesy and standards when working with patients,
12. adhere to Dental Assistant National Board (DANB) and Oregon criteria for the Radiation Health and Safety (RHS) certification,
13. demonstrate the ability to follow Bloodborne Pathogens and Hazard Communication standards when exposing and processing radiographs.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Intra-oral radiographic techniques
a. patient and operator protection when exposing radiographs
b. aseptic technique

c. bisecting and paralleling technique
d. occlusal film
2. Alternative radiographic techniques
a. patient preparation for panoramic imaging
b. localization technique
3. Processing of receptor images
4. Patient management
5. Patient radiographs
a. proficiency for Radiation Health and Safety (RHS) certification

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 2021

Clackamas Community College

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Section #1 General Course Information

Department: Health Sciences: Allied Health

Submitter

First Name: Maria
Last Name: Corona
Phone: 0693
Email: mariac

Course Prefix and Number: DA - 105L

 # 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: Clinical Procedures II Lab

Course Description:

Furthers the development of chairside skills and introduces the application of preventive procedures such as coronal polishing, fluoride treatment and oral hygiene instruction. Basic knowledge in the application of dental sealants is also taught. Lab skills such as the placement and removal of matrix retainers and rubber dams are taught to provide preparation for chairside dental assisting functions. Aseptic procedures are practiced during all lab skills. Required: Student Petition.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): Dental Assistant Certificate

Are there prerequisites to this course?

Yes

Pre-reqs: DA-104L with a C or better

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

No

Are there corequisites to this course?

Yes

Co-reqs: DA-105

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

Yes

Recommendations:

Requirements: Acceptance into Dental Assistant program. Student Petition.

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F 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. provide patient preventive education and oral hygiene instructions,
2. assist with and/or apply fluoride agents,
3. perform polishing of coronal surfaces of teeth,
4. utilize various isolation techniques to maintain a clear field of vision,
5. assist with and/or place and remove rubber dam,
6. assist with and/or place and remove matrix retainers, matrix bands and wedges;
7. assist with the placement of sealants.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Preventive Dentistry
a. oral hygiene instructions
b. application of fluoride treatment on typodont
c. perform coronal polishing on typodont
2. Rubber Dam
a. placement and removal of rubber dam on typodont
3. Matrix systems
a. place and remove matrix retainer, matrix bands, and wedges on typodont.
4. Sealants
a. enamel sealant placement (only done to laboratory competency)
5. Isolation techniques

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

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

Percent of course: 0%

First term to be offered:

Specify term: Winter 2021

Clackamas Community College

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Section #1 General Course Information

Department: Health Sciences: Allied Health

Submitter

First Name: Maria
Last Name: Corona
Phone: 0693
Email: mariac

Course Prefix and Number: DA - 106L

 # 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: Clinical Procedures III Lab

Course Description:

This course covers advanced and expanded dental assisting procedures in dental specialties. Tray set-up, dental materials and specific specialty procedures will be covered in the following dental specialties: orthodontic, periodontics, oral surgery and endodontics. Laboratory instruction in study casts,amalgam and composite polishing,will be taught on dental manikins. Required: Student Petition.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): Dental Assistant Certificate of Completion

Are there prerequisites to this course?

Yes

Pre-reqs: DA-105L with a C or better

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

No

Are there corequisites to this course?

Yes

Co-reqs: DA-106

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

Yes

Recommendations:

Requirements: Admission into the Dental Assistant program. Student Petition.

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F 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 assisting with a routine and multiple extraction procedure;
2. provide post-operative instructions;
3. demonstrate removal of surgical sutures;
4. assist in the treatment of alveolitis;
5. perform restoration polishing;
6. demonstrate assisting in osseous surgery and gingivectomy surgical procedures;
7. demonstrate removal of periodontal dressing;
8. provide post-operative instructions;
9. demonstrate assisting in orthodontic treatment;
10. perform pulp vitality tests;
11. demonstrate assisting in root canal therapy.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Oral and maxillofacial surgery.
a. treatment of alveolitis.
b. suture removal.
2. Amalgam and composite polish.
a. restoration polishing.
3. Periodontics.
a. removal of periodontal dressing.
4. Orthodontics.
a. orthodontic functions.

5. Endodontics.
a. pulp vitality 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%

First term to be offered:

Specify term: Spring 2021

Clackamas Community College

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Section #1 General Course Information

Department: Health Sciences: Allied Health

Submitter

First Name: Maria
Last Name: Corona
Phone: 0693
Email: mariac

Course Prefix and Number: DA - 107

 # 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: Dental Materials I

Course Description:

This course is an in-depth level of instruction in the composition and manipulation of dental restorative materials, and dental cements. Examination of general dentistry and chairside assisting with direct permanent restorations such as amalgam and composite will also be covered. Required: Student Petition.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): Dental Assistant Certificate

Are there prerequisites to this course?

No

Are there corequisites to this course?

Yes

Co-reqs: DA-107L

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

Yes

Recommendations:

Requirements: Acceptance into Dental Assistant program. Student Petition.

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F 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. classify dental instruments according to their use,
2. identify the equipment and supplies necessary for a class I amalgam restoration,
3. discuss the procedure for a class I amalgam restoration,
4. utilize Black's classification of caries and restorations for a class I and class II restoration,
5. state the concept of aseptic procedures prior to, during and after assisting with a restorative procedure;
6. name the burs used for specific tooth preparation and restoration,
7. tell the importance of mercury hygiene in the dental office,
8. categorize dental materials according to function and use,
9. discuss the goal of ergonomics during dental procedures,
10. discuss the use of the oral evacuation system and air-water syringe,
11. identify the equipment and supplies necessary for a class III and IV composite restoration,
12. explain pre- and post-operative instructions for both an amalgam and composite restoration,
13. summarize the use of protective bases, insulating bases and sedative bases as a means of providing pulpal protection;
14. discuss the use of dental cements in dentistry.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. The role of the dental assistant
2. Properties of dental materials
3. Types of restorative dental materials and specific applications
4. Composition, properties and manipulation of dental materials and cements
5. Composition, properties and manipulation of bonding agents
6. Restorative dentistry
a. Amalgam restorative procedures
b. Composite restorative procedures
7. Ergonomics

a. Team positioning
b. Motion economy

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

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Section #1 General Course Information

Department: Health Sciences: Allied Health

Submitter

First Name: Maria
Last Name: Corona
Phone: 0693
Email: mariac

Course Prefix and Number: DA - 108L

 # 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: Dental Materials II Lab

Course Description:

Essential skills in the manipulation and application of dental impression materials, gypsum products and waxes will be covered. Thorough knowledge of laboratory skills in the fabrication of bleaching trays and provisional restorations will be taught. Demonstration of custom trays and uses are introduced. The instrumentation and procedures for fixed and removable prosthodontics will also be covered. Required: Student Petition.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): Dental Assistant Certificate of Completion

Are there prerequisites to this course?

Yes

Pre-reqs: DA-107L with a C or better

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

No

Are there corequisites to this course?

Yes

Co-reqs: DA-108

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

Yes

Recommendations:

Requirements: Acceptance into Dental Assistant program. Student Petition.

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: 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. assist with and/or place, fabricate, and remove provisional restorations;
2. assist with and/or remove excess cement or bonding agents,
3. perform cement removal,
4. explain the steps in the delivery and cementation of a cast restoration,
5. assist with and/or take preliminary impressions for: diagnostic casts, custom trays, provisional coverage, orthodontic appliances,
6. utilize gypsum products in pouring alginate impressions,
7. utilize boxing wax, baseplate wax and sticky wax in lab procedures;
8. clean and polish removable dental appliances using abrasive agents,
9. fabricate study casts and occlusal registration,
10. fabricate bleaching models and give instructions for use,
12. follow aseptic procedures with all laboratory procedures.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Fixed Prosthodontics.
a. crown and bridge instrument tray and procedure.
b. final impressions.
c. provisional coverage.
2. Delivery.
a. instrument tray and procedure.
b. removal of temporary crown.
c. final cementation.

3. Removable prosthodontics.
a. cleaning and polishing of removable dental appliances.
4. Dental waxes.
5. Alginate Impressions.
a. taking impressions.
b. evaluation.
c. aseptic technique.
6. Gypsum products.
a. pouring impression.
b. trimming models.
7. Tooth whitening/bleaching.
a. impressions.
b. fabrication.
c. delivery and instructions.

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 2021

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Health Sciences: Allied Health

Submitter

First Name: Maria
Last Name: Corona
Phone: 0693
Email: mariac

Course Prefix and Number: DA - 110

 # Credits: 1

Contact hours

Lecture (# of hours): 4
Lec/lab (# of hours):
Lab (# of hours): 36
Total course hours: 40

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

Course Title: Clinical Practicum I

Course Description:

Clinical practicum begins in the seventh week of class. Students begin to apply basic dental assisting procedures taught in weeks one through six. OSHA, hazard communication and infection control are followed for student and patient safety. A minimum of 8 supervised unpaid hours per week is required for term one practicum. Students will participate in one seminar held prior to clinical practicum. Required: Student Petition.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): Dental Assistant Certificate

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations:

Requirements: Acceptance into Dental Assistant program. Student Petition.

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F 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. perform the daily routine of opening and closing the dental office;
2. distinguish between the various treatment rooms in the dental office;
3. operate sterilizer, ultrasonic, instrument washer, handpiece cleaner and lubricant, amalgamator and curing light;
4. perform (follow aseptic procedures) steps in processing contaminated instruments;
5. operate automatic processor and mount dental films;
6. assemble trays or cassettes according to a color-coding system;
7. prepare treatment rooms for basic procedures;
8. review patient's dental and medical record, and identify medical concerns noted in the chart;
9. seat and dismiss dental patients;
10. collect and document vital signs;
11. assist with an oral examination and charting procedures;
12. disinfect and clean (follow aseptic procedures) treatment rooms;
13. assist with an amalgam and composite restorative procedures;
14. review post-op instruction.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Daily routine to open and close the office
2. Identification and function of treatment rooms and dental equipment
3. Identification and function of equipment in the sterilization center
4. Identification and function of equipment in the darkroom
5. Tray systems
6. Preparing the treatment room
7. Seating and dismissing the dental patient
8. Amalgam procedure
9. Composite procedure

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

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Section #1 General Course Information

Department: Health Sciences: Allied Health

Submitter

First Name: Maria
Last Name: Corona
Phone: 0693
Email: mariac

Course Prefix and Number: DA - 130

 # Credits: 8

Contact hours

Lecture (# of hours): 6
Lec/lab (# of hours):
Lab (# of hours): 256
Total course hours: 262

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 Practicum III

Course Description:

Supervised practice and improvement of advanced clinical skills in all areas of chairside dental assisting, laboratory procedures, specialties, radiology and Expanded Functions Dental Assisting (EFDA) procedures. Students report to their assigned site three days a week, for a minimum of twenty-four hours per week, for eleven weeks. Clinical competency skills in business office procedures will also be completed in this term (minimum of forty-four hours). Students will be responsible to meet ten hours of community service. Students will also participate in two seminars during the term. Required: Student Petition.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): Dental Assistant Certificate

Are there prerequisites to this course?

Yes

Pre-reqs: DA-120 with a C or better

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

No

Are there corequisites to this course?

No

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

Yes

Recommendations:

Requirements: Acceptance into Dental Assistant program. Student Petition.

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F 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. place and expose dental film upon receiving Radiation Health and Safety (RHS) certificate,
2. mount dental radiographs,
3. demonstrate alternative radiographic techniques,
4. perform procedures in preparation of patient care,
5. assist the dentist with clinical and restorative procedures,
6. utilize dental laboratory techniques in fabricating bleaching trays and study models,
7. assist in delivering dental care with specialty procedures,
8. perform dental front office procedures,
9. demonstrate dental assisting skills when participating in community outreach.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Clinical Procedures
2. Laboratory Techniques
3. Radiology
4. Dental Specialties
5. Dental Office Procedures
6. Community outreach

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 2021

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Art/ DMC

Submitter

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

Course Prefix and Number: DMC - 291

 # 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 Media Communications Portfolio Project I

Course Description:

This course is an individual portfolio project class for Digital Media Communications (DMC) students. Students create an original finished work representative of one of the focus areas included in the DMC program. Students will develop a professional online portfolio (website) that represents their skills in their chosen DMC focus area in preparation for internships and employment. The process of portfolio production at this level includes planning for, refining and completing a project, presentation of the completed work, and project assessment.

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): Digital Multimedia Communications AAS

Are there prerequisites to this course?

Yes

Pre-reqs: DMC-100 and DMC-104

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: Two courses from a DMC Focus Area

Requirements:

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

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

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. perform a client/market needs analysis to determine the scope and technologies needed;
2. develop and maintain a project timeline;
3. implement technical skills for project completion;
4. discuss and implement effective design practices appropriate for a project/client's needs;
5. develop and update a resume;
6. identify ethical and legal considerations in the creation of digital media work;
7. present work in a refined and professional manner.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Client/ project needs assessment/ market analysis.
2. Project planning and timeline.
3. Resource requirements.
4. Portfolio project development, refinement, revision and completion.
5. Online portfolios (websites) of professionals in a field, or fields, representative of chosen DMC focus area.
6. Resume development.
7. Ethical and legal considerations in the creation of digital media work.
8. Online Portfolio Presentation and 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%

First term to be offered:

Specify term: Spring 2020

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Art/ DMC

Submitter

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

Course Prefix and Number: DMC - 292

 # 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 Media Communications Portfolio Project II

Course Description:

This course is a group-focused portfolio project class for Digital Media Communications (DMC) students. The purpose of this course is to provide students the opportunity to combine their skills, knowledge, and special interests in development of a collaboratively planned and produced original work representative of more than one of the focus areas in the DMC program. The process of portfolio production at this level includes working with peers in designing, planning, refining and completing a group project. Students will also further develop their professional online portfolio (website) to represent their skills in their DMC focus area in preparation for internships and employment.

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): Digital Multimedia Communications AAS

Are there prerequisites to this course?

Yes

Pre-reqs: DMC-291

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

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Winter**
✓ **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. perform a client/market needs analysis to determine the scope and technologies needed;
2. develop, plan and produce a project with a team;
3. develop and maintain a project timeline with a team;
4. collaboratively implement technical skills for project completion;
5. discuss and implement with a team, effective design practices appropriate for a project/client's needs;
6. use editing tools and techniques;
7. develop and maintain a resume;
8. present completed work in a refined and professional manner.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Client/ project needs assessment/ market analysis.
2. Project planning and timeline.
3. Resource requirements.
4. Portfolio project development, refinement, revision and completion.
5. Online portfolios (websites) of professionals in a field, or fields, representative of chosen DMC focus area.
6. Resume development.
7. Online Portfolio Presentation and 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%

First term to be offered:

Specify term: Spring 2020

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Social Science

Submitter

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

Course Prefix and Number: EC - 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 Economics

Course Description:

General introduction to microeconomics as applied to individuals and firms and to macroeconomics as applied to the operation of the economy as a whole. Course topics include economic decision making, economic systems, supply and demand models, price determination, elasticity, household income, business ownership, profit maximization, production functions and costs, and competition and market structures. Also includes goals and problems of the macro economy such as fiscal policy and budgets, the role of financial institutions, money creation, and monetary theory and policy.

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. define scarcity, microeconomics and macroeconomics, economic theory and economic policy, factors of production, production possibilities model, and opportunity cost;
2. demonstrate knowledge of basic economic terms and economic principles common to all economic systems;
3. demonstrate knowledge of the four market structures: perfect competition, oligopoly, monopoly, and monopolistic competition;
4. identify business cycles, economic objectives of households and businesses, and maximization of utility and profit;
5. discuss the goals and problems of the macro economy, including unemployment, GDP, and inflation;
6. state and illustrate the law of demand, law of supply, equilibrium price and quantity, shift variables for demand and supply, and price elasticity of demand and supply;
7. gain the ability to challenge conventional thought and to use economic concepts in everyday lives and careers;
8. effectively participate in the political process and the economy by understanding the historical evolution of economic thought and systems, institutions and ideologies thereby benefitting the community;
9. analyze economic social phenomena by evaluating information, evidence, argument and/or theory to draw logical conclusions or implications. (SS1)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

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:

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**

✓ **Multiple Choice Test**

✓ **Standardized Testing**

:

Major Topic Outline:

1. Introduces the economic concepts of and analysis in the process of studying important issues in modern society.
2. Depending on the instructor’s interest, topics covered could include:
a. History of economic ideas and economic history.
b. Scarcity and choice.
c. Supply and demand.
d. Opportunity cost.
e. Production and output.
f. Comparative advantage.
g. Competitive and monopolistic firms.
h. Unemployment.
i. Inflation.
j. Monetary policy.

k. Exchange rates.
l. 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 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

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Section #1 General Course Information

Department: Education, Human Services, Criminal Justice

Submitter

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

Course Prefix and Number: ED - 220

 # 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 CTE in Oregon

Course Description:

Provides an introduction to the field of Career and Technical Education (CTE) in Oregon. Examines the historical and legislative foundations of CTE in the United States. Discusses the role of special populations in CTE programs. Provides an overview of high quality CTE programs, CTE licensure preparation, and student organizations. Addresses current trends and issues in the field.

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): CTE Instruction certificate

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Fall

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. summarize the historical and major legislative development of career and technical education (CTE) in the public school system in the United States;
2. develop strategies to address the needs of special populations in CTE,
3. describe high quality CTE programs, CTE licensure preparation, and Career Technical Student Organizations (CTSOs);
4. identify and analyze current issues impacting CTE.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. What is CTE?
2. Foundations and Factors Influencing CTE Development in the U.S.
3. Legislation and CTE
4. Special Needs Populations in CTE
5. Underrepresented Students and Equity in CTE
6. CTE Programs and Teachers
7. CTE Student Organizations
8. Globalization and CTE
9. Issues and Trends in CTE
10. CTE Agents of Growth

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)**

✓ **OSU (Oregon State University)**

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

Intro to CTE in Oregon-OSU
Intro to Teaching and CTE-EOU

How does it transfer? (Check all that apply)

✓ **other (provide details)**: Required for CTE Licensure

First term to be offered:

Specify term: Fall 2020

Clackamas Community College

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Section #1 General Course Information

Department: Education, Human Services & Criminal Justice

Submitter

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

Course Prefix and Number: ED - 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: Practicum/CWE

Course Description:

Cooperative work experience. Supervised practicum in an elementary, secondary, or post-secondary educational setting. Participants will utilize and develop knowledge, skills, and attitudes relevant to working in schools and with students. Allows students to gain classroom experience and apply knowledge gained in education courses. 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?

Yes

Name of degree(s) and/or certificate(s): CTE Licensure Prep Certificate

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?

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. develop individual learning objectives and document progress,
2. interact effectively with students, professionals and others in the school setting as evaluated by the site supervisor,
3. utilize appropriate strategies that promote learning for a diverse population,
4. document in-classroom experience for professional portfolio,
5. reflect and self evaluate classroom experience.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Development of an agreed upon work plan.
2. Creation of goals and objectives to be achieved.
3. Execution of good work ethics: showing up for work on time, proper work attire, task performance to satisfactory levels, getting along well with supervisors and co-workers.
4. Final performance assessment.

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)**

✓ **OSU (Oregon State 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:

Next available term after approval
:

Clackamas Community College

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Section #1 General Course Information

Department: WAFE

Submitter

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

Course Prefix and Number: FRP - 220

 # Credits: 1

Contact hours

Lecture (# of hours): 16
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 16

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: Initial Attack Incident Commander (S-200)

Course Description:

The course provides the students with the basic skills to lead the initial attack resources on small non-complex wildland fires. Provides the students with the knowledge to prepare for the assignment, assess the fire, determine resources needs and complete the necessary administrative functions required of an Initial Attack Incident Commander Type 4.

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

Are there prerequisites to this course?

Yes

Pre-reqs: FRP-130 (S-130/S-190/L-180)

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 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. gather essential data about the fire and lead the initial attack resources to the fire,
2. assess the fire, plan the strategy and tactics with the available resources,
3. communicate information to the designated officer or supervisor
4. brief and deploy initial attack resources and make adjustments to the plan when necessary,
5. maintain adequate records and participate in post-fire activities with the designated officer or supervisor.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Readiness and mobilization.
2. Size-up, planning and ordering.
3. Deployment of suppression resources and containment of fire.
4. Control, mop up, and management.
5. Administrative requirements.

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

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

Percent of course: 10%

First term to be offered:

Next available term after approval
:

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Section #1 General Course Information

Department: WAFE

Submitter

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

Course Prefix and Number: FRP - 250

 # Credits: 1

Contact hours

Lecture (# of hours):
Lec/lab (# of hours): 20
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: Wilderness VI: Basic Tool Use and Care

Course Description:

Selection, operation, and maintenance of chain saws and hand tools to include shovels, Pulaski, single and double bit axes, hand saws, and various other tools used in forestry, firefighting and survival activities. Class includes a lab component.

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): cc.fswildland, CPwildernesssurvival, AAS Wildland Fire Management

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?

✓ 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 fundamentals of small 2 and 4-cycle engine operation,
2. evaluate common engine problems to keep small engines operating,
3. operate and perform basic maintenance of power saws and hand tools common to forestry, firefighting and wilderness survival;
4. demonstrate the safety procedures for power saw and hand tool operation.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Fundamentals of gas engine operation and maintenance.
a. Power saw parts identification.
b. Air filtering systems.
c. Fuel and fuel systems.
d. Lubrication and cooling systems.
e. Ignition and electrical systems.
2. Preventative maintenance.
3. Troubleshooting.
4. Equipment safety.
5. Tool identification.
6. Equipment Operation
a. chainsaw
b. shovel
c. Pulaski
c. single bit axe
d. double bit axe
7.Function of specific equipment.

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval
:

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Section #1 General Course Information

Department: WAFE

Submitter

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

Course Prefix and Number: FRP - 265

 # 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: Wildland Fire Prevention Education 1 (P-101)

Course Description:

This course was developed as part of a multi-course national curriculum covering wildfire prevention. It is designed to provide a basic introduction of fire prevention principles and activities for fire prevention specialists, fire managers, public information officers and others who have wildland fire prevention, education, or mitigation responsibilities. Course equivalent to NWCG P-101 Fire Prevention Education 1.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

Are there prerequisites to this course?

Yes

Pre-reqs: FRP-130 (S-130/S-190/L-180)

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

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F 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. describe the fundamentals of wildland fire prevention administration, education, engineering and enforcement;
2. analyze fire statistical data,
3. apply fire prevention strategies in a given scenario.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Wildland fire prevention administration
2. Wildland fire prevention education
3. Wildland fire prevention engineering
4. Wildland fire prevention enforcement
5. Wildland fire statistical data

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

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

Percent of course: 10%

First term to be offered:

Next available term after approval
:

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Section #1 General Course Information

Department: Horticulture

Submitter

First Name: April
Last Name: Chastain
Phone: 3055
Email: april.chastain

Course Prefix and Number: HOR - 213

 # Credits: 3

Contact hours

Lecture (# of hours): 22
Lec/lab (# of hours): 22
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: Computer-Aided Landscape Design

Course Description:

Develop skills with Computer-aided design (CAD) software for creating landscape designs. Practice techniques utilized in common CAD programs used in the landscape industry.

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): Horticulture AAS, Landscape AAS

Are there prerequisites to this course?

Yes

Pre-reqs: HOR-229

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: CS-120 or comparable computer skills

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 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. use basic drawing, editing, text and plotting skills;
2. develop a hardscape plan;
3. modify and create plant records in the plant database;
4. create and insert plant symbols;
5. develop a planting plan estimate report;
6. develop plant lists for landscape projects.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Drawing commands.
2. File management.
3. Editing commands.
4. Appearance of objects.
5. Boundaries and hatches.
6. Plotting and scaling.
7. Blocks.
8. Planting plan.

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 2021

Clackamas Community College

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Section #1 General Course Information

Department: Horticulture

Submitter

First Name: April
Last Name: Chastain
Phone: 3055
Email: a

Course Prefix and Number: HOR - 222

 # 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: Horticultural Computer Applications

Course Description:

Utilizes database, spreadsheet, word-processing, PowerPoint, social media and other computer programs for record keeping and management and marketing for horticulture businesses.

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): Horticulture AAS & Certificate, Landscape 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: CS-120 or comparable computer skills

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?

✓ **Winter**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1.create PowerPoint presentations;
2.use excel to track, manipulate and chart data;
3.create word processing documents;
4.research and use a variety of online applications relevant to a horticulture business.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. PowerPoint
a. Review basic skills
b. Formatting
c. Presentation quality
2. Spreadsheet
a. Review basic skills
b. Enter and calculate data using existing worksheet
c. Enter simple formulas
d. Formatting
e. Create charts
3. Word-processing
a. Review basic skills
b. Formatting
c. Document design
d. Compatibility with other programs
4. Internet Tools
a. Review several online sites that can provide a business with a Web Presence
b. Research and use current tools and applications (mapping tools, survey instruments, etc.)
c. Discussion of privacy, copyright, and ethical use

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 2021

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Section #1 General Course Information

Department: ECED - Education & Human Services

Submitter

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

Course Prefix and Number: HS - 216

 # 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: Group Counseling Skills

Course Description:

This course provides students with strategies and skills for group work with a variety of clients. Explores leadership styles and skills, group formation and stages, and the ethics of working with groups. Will address knowledge needed to develop, run, and evaluate groups for a variety of human service topics, including substance abuse. Theories of therapeutic group work will also be discussed.

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?

Yes

Pre-reqs: HS-156 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?

✓ **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 stages of group development,
2. demonstrate a variety of group leadership skills,
3. evaluate his/her own group leadership style,
4. apply current group theory to the development and administration of groups,
5. delineate the application of group work to a variety of settings, including substance abuse;
6. apply ethical guidelines to the use of groups in human services.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. The Role of Groups in Human Services.
2. Legal and Ethical Concerns in Group work.
3. Stages of Group Development.
4. Models of Group Leadership.
5. Planning and Evaluating Effective Groups.
6. Group work with Specific Populations.
7. The Role of Theory in Human Service Groups.

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

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Section #1 General Course Information

Department: Music

Submitter

First Name: Lars
Last Name: Campbell
Phone: 3384
Email: lars.campbell

Course Prefix and Number: MUS - 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: Music Theory II

Course Description:

For non-majors and music majors. Continuation of the study of functional harmony through written exercises, compositions, listening, and analysis and introduction to polyphony. This is the first term of a three-term sequence, which includes late Renaissance polyphony, baroque counterpoint, and chromatic harmony.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ **Arts and Letters**

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: MUS-113

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: MUS-214 and MUS-224

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. 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. (AL2)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

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

✓ **Rubrics**

:

Major Topic Outline:

1. Species counterpoint.
2. Melodic and rhythmic embellishment.
3. Notation and scoring.
4. Phrase model review.
5. Chord voicing in multiple parts.
6. Embellishing tones.
7. Chorale harmonization.
8. Baroque and Classical period 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.

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)

Music Theory II 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

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Section #1 General Course Information

Department: Music

Submitter

First Name: Lars
Last Name: Campbell
Phone: 3384
Email: lars.campbell

Course Prefix and Number: MUS - 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: Music Theory II

Course Description:

For non-majors and music majors. Continuation of the study of harmony and period styles through written exercises, compositions, listening, and analysis. This is the second term of a three-term sequence, which includes the classical style, extended, and chromatic harmony.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ **Arts and Letters**

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: MUS-211

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: MUS-215 and MUS-225

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

Yes

Recommendations:

Requirements: Ability to read music. Required for 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.(AL2)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

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

✓ **Rubrics**

:

Major Topic Outline:

1. Cadence review.
2. Diatonic Sequence.
3. Secondary dominant review.
4. Tonicizing chord review.
5. Modulation review.
6. Binary and ternary forms.
7. Classical and Romantic Period 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.

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)

Music Theory II 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

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Section #1 General Course Information

Department: Music

Submitter

First Name: Lars
Last Name: Campbell
Phone: 3384
Email: lars.campbell

Course Prefix and Number: MUS - 213

 # 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 II

Course Description:

For non-majors and music majors. Continuation of the study of harmony, period styles after the 18th century through written exercises, compositions, listening, and analysis. This is the third term of a three-term sequence, which includes the 19th and 20th century idioms such as Romanticism, impressionism, post-Romanticism, and serialism.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ **Arts and Letters**

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: MUS-212

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: MUS-216 and MUS-226

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. 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.(AL2)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

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

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

✓ **Rubrics**

:

Major Topic Outline:

1. Modal mixture-color and drama in composition.
2. Neapolitan and augmented sixths.
3. Popular song and Art Song.
4. Rondo and variation.
5. Sonata form.
6. Chromaticism.
7. Romantic, Impressionism, and 20th century 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%

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)

✓ **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)

Music Theory II 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

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Section #1 General Course Information

Department: Theatre

Submitter

First Name: James
Last Name: Eikrem
Phone: 3157
Email: jamese

Course Prefix and Number: TA - 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: Appreciation of Theatre

Course Description:

Students will be introduced to the many aspects of theatre arts by attending multiple area productions. Plays will be reviewed and evaluated through writing assignments and discussions.

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?

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. identify the elements utilized in the production of live theatre; (AL1) (AL2)
2. analyze and discuss the perceived level of success of a play production through well-supported argument based in careful observation; (AL1) (AL2)
3. evaluate and describe the major themes of a play, including cultural and historic context, in order to deduce a playwright's intent; (AL1) (AL2)
4. compose well-supported essays to review the plays based on academic criteria.

AAOT/ASOT GENERAL EDUCATION OUTCOMES

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

P 1. Engage in ethical communication processes that accomplish goals.

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

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

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

AL: Arts and Letters Outcomes

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:

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

✓ **Other Assessment Tools**: Group Discussion

Major Topic Outline:

1. Acting: character development, moment to moment playing, intention and motivation, listening and responding, voice and articulation, movement, style, believability
2. Directing: casting, staging, working in collaboration with actors and designers
3. Playwright: process, themes, ideas, voice
4. Design and Technical: scenic, costume, and lighting design; technical direction and stage management
5. Criticism: the role, approach, and impact of the theatre critic
6. Students are expected to utilize both print and electronic information resources available through CCC's computer labs and library to complete assignments

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

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

How does it transfer? (Check all that apply)

:

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

First term to be offered:

Specify term: Fall 2015

Clackamas Community College

Online Course/Outline Submission System

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

Section #1 General Course Information

Department: Theatre

Submitter

First Name: James
Last Name: Eikrem
Phone: 3157
Email: jamese

Course Prefix and Number: TA - 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: Appreciation of Theatre

Course Description:

Students will analyze the many aspects of theatre arts at an advanced level by attending multiple area productions. Plays will be reviewed and evaluated through writing assignments and discussions.

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-090 or placement in WR-121. TA-101 and TA-102

Requirements:

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: No

When do you plan to offer this course?

✓ Not every 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 the elements utilized in the production of live theatre; (AL1) (AL2)
2. analyze and discuss the perceived level of success of a play production through well-supported argument based in careful observation; (AL1) (AL2)
3. evaluate and describe the major themes of a play, including cultural and historic context, in order to deduce a playwright's intent; (AL1) (AL2)
4. compose well-supported essays to review the plays based on academic criteria.

AAOT/ASOT GENERAL EDUCATION OUTCOMES

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.
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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

P 1. Engage in ethical communication processes that accomplish goals.

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

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

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

AL: Arts and Letters Outcomes

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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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.

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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

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

Outcomes Assessment Strategies:

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

✓ **Other Assessment Tools**: Group Discussion

Major Topic Outline:

1. Acting: character development, moment to moment playing, intention and motivation, listening and responding, voice and articulation, movement, style, believability
2. Directing: casting, staging, working in collaboration with actors and designers
3. Playwrighting: process, themes, ideas, voice
4. Design and Technical: scenic, costume, and lighting design; technical direction and stage management
5. Criticism: the role, approach, and impact of the theatre critic
6. Students are expected to utilize both print and electronic information resources available through CCC's computer labs and library to complete assignments

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

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

How does it transfer? (Check all that apply)

:

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

First term to be offered:

Specify term: Possible spring 2016

Program Learning Outcomes

February 7, 2020 (8-9:30am, CC127)

Program	Implementation
CTE Instruction CC	2020/SU

CTE Instruction CC

Program Learning Outcomes

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

Current	Proposed
1. operate according to the legal rights and responsibilities of teachers and students;	1. perform in accordance with the legal rights and responsibilities of teachers and students in educational settings;
2. adapt instruction to meet the needs of diverse learners;	2. create, deliver, and adapt instruction to meet the needs of diverse learners;
3. effectively manage a classroom;	3. effectively manage classrooms and learning environments;
4. compare, contrast, and apply instructional strategies;	4. compare, contrast, and effectively apply appropriate instructional strategies and assessments;
5. apply learning theory to teach in developmentally appropriate ways.	5. apply learning theory to teach in culturally responsive and developmentally appropriate ways;
	6. analyze elements of quality CTE programs and current issues impacting Career and Technical Education.

Clackamas Community College

General Education

February 7, 2020 (8-9:30am, CC127)

Course Number	Gen Ed Category	Gen Ed Change
COMM-112	AL	gen ed, different category
EC-201	Soc Sci	gen ed, different category
HUM-237	AL, CL, Soc Sci	gen ed, different category
MUS-206	AL, CL	gen ed, different category
PS-200	CL, Soc Sci	gen ed, different category
PS-297	Soc Sci	gen ed, different category
SSC-237	AL, CL, Soc Sci	gen ed, different category
WS-101	AL, CL, Soc Sci	gen ed, different category
ENG-255	AL	gen ed, first time
ENG-271	AL, CL	gen ed, first time
ENG-272	AL, CL	gen ed, first time
ENG-273	AL, CL	gen ed, first time
GS-104	Sci	gen ed, first time
GS-105	Sci	gen ed, first time
GS-106	Sci	gen ed, first time
GS-107	Sci	gen ed, first time
HST-102	CL, Soc Sci	gen ed, first time
J-216	AL	gen ed, first time
PHL-101	AL, CL	gen ed, first time
PHL-216	AL, CL	gen ed, first time
TA-111	AL	gen ed, first time
TA-122	AL	gen ed, first time
TA-123	AL	gen ed, first time
TA-153	AL	gen ed, first time

Related Instruction

February 7, 2020 (8-9:30am, CC127)

Course Number	Title	Related Instruction Area
MTH-054	Medication Calculations for Medical Assistants	Computation
MTH-275	A Bridge to University Mathematics	Computation
WR-101	Communication Skills: Occupational Writing	Communication
WR-227	Technical Report Writing	Communication
PSY-215	Introduction to Developmental Psychology	Human Relations
FRP-246	Wilderness IV: Backcountry CPR/First Aid/AED	PE/Health

Clackamas Community College

Online Course/Outline Submission System

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Date approved: January 24, 2020 Certified General Education Area(s): None

Section #1 General Course Information

Department: WAFE

Submitter

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

Course Prefix and Number: 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 Print Edit Delete Back

Date approved: January 24, 2020 Certified General Education Area(s): None

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

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Date approved: January 24, 2020 Certified General Education Area(s): None

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 Print Edit Delete Back

Date approved: January 24, 2020 Certified General Education Area(s): Social Science

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)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

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

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

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Date approved: January 24, 2020 Certified General Education Area(s): None

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

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

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

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

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

How does it transfer? (Check all that apply)

:

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Date approved: January 24, 2020 Certified General Education Area(s): Writing

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).

AAOT/ASOT GENERAL EDUCATION OUTCOMES

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

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**
✓ **Presentations**
✓ **Thesis/Research Project**
✓ **Criteria**
✓ **Rubrics**
✓ **Projects**
✓ **Writing Assignments**
✓ **Multiple Choice Test**

:

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)

✓ **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)

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
:

Course Inactivations

February 7, 2020 (8-9:30am, CC127)

Course Number	Title	Implementation
ART-102	Art Appreciation: Modern & Contemporary	2020/SU
ART-103	Art Appreciation: Architecture & Design	
CS-090	Fundamental Computer Skills I	
CS-091	Fundamental Computer Skills II	
MUS-211L	Music Notation Software II	
MUS-212L	Music Notation Software II	
MUS-213L	Music Notation Software II	

Clackamas Community College

Online Course/Outline Submission System

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Date approved: May 18, 2018 Certified General Education Area(s): Arts and Letters

Section #1 General Course Information

Department: Art

Submitter

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

Course Prefix and Number: ART - 102

 # 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: Art Appreciation: Modern & Contemporary

Course Description:

Discover the fundamentals of thinking about and creating art through readings, class discussions, and gallery/museum tours. This course will focus on modern and contemporary art and its connections and relationship to recent art-making/processes, history, culture, ideas and 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:

✓ **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?

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Not every year**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. identify the stylistic and historical features associated with art from the Modern and Contemporary period and art at Portland galleries and museums;
2. critically analyze, interpret and describe works of art using relevant vocabulary both verbally and in writing;
3. demonstrate familiarity with different styles, mediums, methods and subjects associated with the production of art;
4. identify ideas and processes related to historical change and cultural development from Modern and Contemporary periods;(AL2)
5. identify elements of composition and design.(AL1)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

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

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

Outcomes Assessment Strategies:

✓ **Writing Assignments**

:

Major Topic Outline:

1. History and development of Modern art.
2. History and development of Contemporary art.
3. Development of ideas, style, composition, and form in Modern and Contemporary styles.
4. Social, political, and cultural influences and contexts in Modern art.
5. Social, political, and cultural influences and contexts in Contemporary 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)**
✓ **OSU (Oregon State University)**
✓ **OSU-Cascade**
✓ **PSU (Portland State University)**
✓ **SOU (Southern Oregon University)**
✓ **UO (University of Oregon)**
✓ **WOU (Western Oregon University)**

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

WOU= A 100, EOU= ART 101, SOU= ART 101

How does it transfer? (Check all that apply)

✓ **general elective**
:

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

✓ **Other. Please explain.**

I checked websites

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Date approved: May 18, 2018 Certified General Education Area(s): Arts and Letters

Section #1 General Course Information

Department: Art

Submitter

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

Course Prefix and Number: ART - 103

 # 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: Art Appreciation: Architecture & Design

Course Description:

Discover the fundamentals of thinking about and creating art through readings, class discussions, and gallery/museum tours. This course will focus on architecture and design and their connections and relationship to recent history, culture, ideas and 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:

✓ **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?

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Not every year**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. identify the stylistic and historical features associated with the artistic elements of architecture and design;
2. critically analyze, interpret and describe works of art using relevant vocabulary both verbally and in writing;
3. demonstrate familiarity with different styles, mediums, methods and subjects associated with the production of art;
4. identify ideas and processes related to historical change and cultural development of architecture and design;(AL2)
5. identify elements of composition and design.(AL1)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

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

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

Outcomes Assessment Strategies:

✓ **Writing Assignments**

:

Major Topic Outline:

1. History of architecture.
2. History of design.
3. Development of ideas, style, composition, and form in design and architecture.
4. Social, political, and cultural influences and contexts in architecture.
5. Social, political, and cultural influences and contexts in design.

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

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

SOU= ART 103

How does it transfer? (Check all that apply)

✓ **general elective**
:

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

✓ **Other. Please explain.**

I checked websites for comparable courses

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Date approved: May 17, 2019 Certified General Education Area(s): None

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?

✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

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

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

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Date approved: May 17, 2019 Certified General Education Area(s): None

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?

✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

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

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

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Date approved: November 21, 2014 Certified General Education Area(s): None

Section #1 General Course Information

Department: Music

Submitter

First Name: Lars
Last Name: Campbell
Phone: 3384
Email: lars.campbell

Course Prefix and Number: MUS - 211L

 # Credits: 1

Contact hours

Lecture (# of hours): 11
Lec/lab (# of hours):
Lab (# of hours): 22
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 Notation Software II

Course Description:

Advanced use of Finale (music notation 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?

Yes

Pre-reqs: MUS-113L

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: MUS-211

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

Yes

Recommendations:

Requirements: Required for second-year music majors

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**

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 notate conventional musical examples found in music-theory studies,
2. demonstrate the ability to notate 4-part writing and conventional score formats,
3. demonstrate the ability to print publishable examples using industry-standard music notation software.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Importing finale documents into layout software.
2. Longer, more complex finale documents.
3. Full scores.
4. Final project.

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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Date approved: November 21, 2014 Certified General Education Area(s): None

Section #1 General Course Information

Department: Music

Submitter

First Name: Lars
Last Name: Campbell
Phone: 3384
Email: lars.campbell

Course Prefix and Number: MUS - 212L

 # Credits: 1

Contact hours

Lecture (# of hours): 11
Lec/lab (# of hours):
Lab (# of hours): 22
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 Notation Software II

Course Description:

Advanced use of Finale (music notation 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?

Yes

Pre-reqs: MUS-211L

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: MUS-212

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

Yes

Recommendations:

Requirements: Required for second-year music majors

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. demonstrate the ability to notate conventional musical examples found in music-theory studies,
2. demonstrate the ability to notate 4-part writing and conventional score formats,
3. demonstrate the ability to print publishable examples using industry-standard music notation software.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Longer, more complex finale documents.
2. Full scores.
3. Final project.

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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Date approved: November 21, 2014 Certified General Education Area(s): None

Section #1 General Course Information

Department: Music

Submitter

First Name: Lars
Last Name: Campbell
Phone: 3384
Email: lars.campbell

Course Prefix and Number: MUS - 213L

 # Credits: 1

Contact hours

Lecture (# of hours): 11
Lec/lab (# of hours):
Lab (# of hours): 22
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 Notation Software II

Course Description:

Advanced use of Finale (music notation software) and basic use of InDesign (desktop publishing software) on Macintosh computers.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: MUS-212L

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: MUS-213

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

Yes

Recommendations:

Requirements: Required for second-year music majors

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 notate conventional musical examples found in music-theory studies,
2. demonstrate the ability to notate 4-part writing and conventional score formats,
3. demonstrate the ability to print publishable examples using industry-standard music notation software.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Longer, more complex finale documents.
2. Full scores.
3. Non-traditional notation.
4. Final project.

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

Hours, Instructional Method, Credits Change

February 7, 2020 (8-9:30am, CC127)

1. Course Hours, Instructional Method, Credits Change

Course	Current Hours/Credits		Proposed Hours/Credits		Implementation
ART-120	44 LE/LA	2	11 LECT, 22 LE/LA	2	2020/SP
CS-240M	33 LECT, 11 LAB	3	22 LECT, 33 LAB	3	2020/SP
CS-240W	33 LECT, 11 LAB	3	22 LECT, 33 LAB	3	2020/SP
CS-289	44 LECT, 11 LAB	4	22 LECT, 44 LE/LA	4	2020/SP
ED-100	33 LECT	3	44 LECT	4	2020/SU
FRP-243	22 LECT	2	33 LECT	3	2020/SU
MUS-111L	11 LECT	1	22 LE/LA	1	2020/SP
MUS-112L	11 LECT	1	22 LE/LA	1	2020/SP
MUS-113L	11 LECT	1	22 LE/LA	1	2020/SP

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Art/ DMC

Submitter

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

Course Prefix and Number: ART - 120

 # Credits: 2

Contact hours

Lecture (# of hours): 11
Lec/lab (# of hours): 22
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: Creativity/Ideation

Course Description:

Have a great idea, want to further explore your ideas and creativity? Experience the process of generating ideas and developing creative problem-solving strategies. This course includes experimentation, collaboration, non-traditional methods and psychological aspects of creating and synthesizing ideas. This course is not just for artists, it is for everyone who wants to develop an idea.

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): DMC/ AAS

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

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. articulate principles of creative practices;
2. demonstrate the process of idea development;
3. use creative problem-solving skills to explore time, space and form;
4. participate in self and group-critiques;
5. understand and identify historical and contemporary ideas and issues related to ideas and creativity.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Develop strategies for generating ideas.
2. Follow the creative process from observation, concept development and fabrication to documentation and critical assessment.
3. Develop collaborative skills with fellow students.

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)

ART-102 at PSU

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

First term to be offered:

Next available term after approval
:

Clackamas Community College

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Section #1 General Course Information

Department: Business & Computer Science: Computer Science

Submitter

First Name: Rick
Last Name: Carino
Phone: 3167
Email: rcarino

Course Prefix and Number: CS - 240M

 # 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: macOS Administration

Course Description:

Covers the fundamentals of installing, configuring, troubleshooting, and supporting the macOS operating system. Topics include: installation and setup, user accounts, file systems, data management, applications, network configuration, network services, peripherals, startup and troubleshooting. This course covers the topics of the Apple macOS Support Essentials certification exam.

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): Computer Network Admin Certificate & Degree; Computer Application Support Certificate

Are there prerequisites to this course?

Yes

Pre-reqs: CS-140

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?

✓ **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 history and purpose of macOS;
2. prepare, install, update, upgrade, backup, and restore macOS;
3. operate the graphical and textual shells of macOS;
4. configure and manage users, groups, filesystems, permissions, and networking;
5. install and configure applications, hardware devices, and network services;
6. troubleshoot and resolve common account, application, startup, and operating errors.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Installation and Configuration.
2. User Accounts.
3. File Systems.
4. Data Management.
5. Applications and Processes.
6. Network Configuration.
7. Network Services.
8. System 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

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Section #1 General Course Information

Department: Business & Computer Science: Computer Science

Submitter

First Name: Rick
Last Name: Carino
Phone: 3167
Email: rcarino

Course Prefix and Number: CS - 240W

 # 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: Windows Desktop Administration

Course Description:

Covers the fundamentals of installing, configuring, troubleshooting, and supporting the Windows operating system. Topics include: installation, managing disks and file systems, file access security, users, profiles and policies, groups, security, backup, remote access, printing, and troubleshooting. This course covers the topics of the Microsoft Configuring Windows Devices certification exam.

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): Computer Network Admin Certificate & Degree; Computer Application Support Certificate

Are there prerequisites to this course?

Yes

Pre-reqs: CS-140

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?

✓ **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 history and purpose of Windows desktop;
2. prepare, install, update, upgrade, backup, and restore Windows desktop;
3. operate the graphical and textual shells of Windows desktop;
4. configure and manage users, groups, filesystems, permissions, and networking;
5. install and configure applications, hardware devices, and network services;
6. troubleshoot and resolve common account, application, startup, and operating errors.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Introduction to Windows.
2. Installing Windows.
3. Using the System utilities.
4. Managing Disks and File Systems.
5. User Management.
6. Windows Security Features.
7. Networking.
8. User Productivity Tools.
9. Windows Application support.
10. Performance Tuning and System Recovery.
11. Remote Access and Client Support.

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

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Section #1 General Course Information

Department: Business & Computer Science: Computer Science

Submitter

First Name: Rick
Last Name: Carino
Phone: 3167
Email: rcarino

Course Prefix and Number: CS - 289

 # Credits: 4

Contact hours

Lecture (# of hours): 22
Lec/lab (# of hours): 44
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: Web Server Administration

Course Description:

An introduction to Apache httpd and Microsoft Internet Information Server. Topics include: installation, administration, security, and troubleshooting, as well as the http, https, and ftp protocols.

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): Computer Network Admin Degree; Web Design and Development Degree

Are there prerequisites to this course?

Yes

Pre-reqs: CS-240L and CS-240W

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. list major features of Apache 2.0 and Microsoft IIS;
2. install, configure and maintain Apache and Microsoft IIS;
3. identify the security issues involved with administering a web server;
4. manage web applications installed on a web server;
5. identify the issues that affect web server performance.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Introduction to HTTP and interactions.
2. Installing Apache httpd on Linux and Microsoft IIS on Windows.
3. Basic Website Configurations, including multi-hosting.
4. Advanced Website Configurations & Extensions.
5. Authentication and Access Control.
6. Secure Transport with HTTPS.
7. Uploading content and Remote Access.
8. Web Scripting and online Database interaction.
9. Logging and Performance optimization.

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

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Section #1 General Course Information

Department: Education, Human Services & Criminal Justice

Submitter

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

Course Prefix and Number: ED - 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 Education

Course Description:

Examines career options and pathways in the field of education. Explores the history of and current issues impacting the American educational system. Provides an overview of diversity in educational settings and the characteristics of effective schools and teachers.

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): Early Childhood Education and Family Studies AAS; CTE Licensure Prep certificate

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Fall**
✓ **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. outline career options and pathways in the field of education,
2. explain learning differences and identify various strategies for successful teaching,
3. summarize the purpose and goals of multicultural education and culturally relevant teaching when planning instruction,
4. describe school culture and how social issues impact students and schools,
5. discuss the evolution of the American educational system from colonial times to the present focusing on the ongoing work to provide equal educational opportunity to all students,
6. identify the major educational philosophies evident in classroom practice,
7. describe the U.S. system of financing and governing schools,
8. summarize the legal and ethical rights and responsibilities of teachers and students,
9. explain how curricular decisions are made and applied.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. The teaching profession.
2. Different ways of learning.
3. Teaching diverse students.
4. Student life in school and at home.
5. The multicultural history of American education.
6. Philosophy of education.
7. Financing and governing of U.S. schools.
8. School law and ethics.
9. Reforming America's schools.
10. Curriculum, standards, and testing.

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)**

✓ **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: Fall 2020

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: WAFE

Submitter

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

Course Prefix and Number: FRP - 243

 # 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: Wilderness I: Psychology of Survival

Course Description:

Students will learn how to be mentally and physically prepared to survive in the wilderness, the psychology of surviving, and what to do when things go wrong. The course explores the science of survival. Other topics include disaster preparedness, ropes and knots, heat related injuries and increasing situation awareness.

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): ASS.FSWildland, CC.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 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. explain the science of survival,
2. describe strategies for disaster preparedness,
3. demonstrate hoisting and joining knots,
4. recognize signs and symptoms of heat and cold related injuries and how to prevent them,
5. describe strategies for increasing situational awareness,
6. build an emergency shelter and a warming fire.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Psychology and science of survival.
2. Environmental conditions affecting survival
3. Disaster preparedness.
4. Ropes and knots.
5. Trip planning basics.
6. Emergency shelter and fire making.

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

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Section #1 General Course Information

Department: Music

Submitter

First Name: Lars
Last Name: Campbell
Phone: 3384
Email: lars.campbell

Course Prefix and Number: MUS - 111L

 # 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: Music Notation Software I

Course Description:

Introduces students to Finale (music notation software) on Macintosh computers.

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: Required for first-year music majors

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**

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 basic operating procedures and methods for Mac computers and accompanying peripherals and software programs;
2. demonstrate the basics of music notation using a Macintosh computer and accompanying peripherals and software programs;
3. notate common musical examples;
4. print publishing-quality common musical examples using industry-standard music notation software.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Computer basics.
2. Single staff assignments.
3. Grand staff assignments.
4. Two - and three-staff assignments.

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: Music

Submitter

First Name: Lars
Last Name: Campbell
Phone: 3384
Email: lars.campbell

Course Prefix and Number: MUS - 112L

 # 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: Music Notation Software I

Course Description:

Continues an introduction to Finale (music notation software) on Macintosh computers.

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: Required for first-year music majors

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. demonstrate operating procedures and methods for Mac computers and accompanying peripherals and software programs;
2. demonstrate music notation using a Macintosh computer and accompanying peripherals and software programs;
3. notate more complex musical examples;
4. print publishing-quality musical examples using industry-standard music notation software.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Computer basics.
2. Single staff assignments.
3. Grand staff assignments.
4. Two - and three-staff assignments.

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: Music

Submitter

First Name: Lars
Last Name: Campbell
Phone: 3384
Email: lars.campbell

Course Prefix and Number: MUS - 113L

 # 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: Music Notation Software I

Course Description:

Continues an introduction to Finale (music notation software) on Macintosh computers.

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: Required for first-year music majors

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 operating procedures and methods for Mac computers and accompanying peripherals and software programs;
2. demonstrate music notation using a Macintosh computer and accompanying peripherals and software programs;
3. notate more complex musical examples;
4. print publishing-quality musical examples using industry-standard music notation software.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Computer basics.
2. Single staff assignments.
3. Grand staff assignments.
4. Two - and three-staff assignments.

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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Date approved: November 21, 2014 Certified General Education Area(s): None

Section #1 General Course Information

Department: Music

Submitter

First Name: Lars
Last Name: Campbell
Phone: 3384
Email: lars.campbell

Course Prefix and Number: MUS - 213L

 # Credits: 1

Contact hours

Lecture (# of hours): 11
Lec/lab (# of hours):
Lab (# of hours): 22
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 Notation Software II

Course Description:

Advanced use of Finale (music notation software) and basic use of InDesign (desktop publishing software) on Macintosh computers.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: MUS-212L

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: MUS-213

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

Yes

Recommendations:

Requirements: Required for second-year music majors

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 notate conventional musical examples found in music-theory studies,
2. demonstrate the ability to notate 4-part writing and conventional score formats,
3. demonstrate the ability to print publishable examples using industry-standard music notation software.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Longer, more complex finale documents.
2. Full scores.
3. Non-traditional notation.
4. Final project.

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

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Date approved: November 21, 2014 Certified General Education Area(s): None

Section #1 General Course Information

Department: Music

Submitter

First Name: Lars
Last Name: Campbell
Phone: 3384
Email: lars.campbell

Course Prefix and Number: MUS - 212L

 # Credits: 1

Contact hours

Lecture (# of hours): 11
Lec/lab (# of hours):
Lab (# of hours): 22
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 Notation Software II

Course Description:

Advanced use of Finale (music notation 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?

Yes

Pre-reqs: MUS-211L

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: MUS-212

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

Yes

Recommendations:

Requirements: Required for second-year music majors

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. demonstrate the ability to notate conventional musical examples found in music-theory studies,
2. demonstrate the ability to notate 4-part writing and conventional score formats,
3. demonstrate the ability to print publishable examples using industry-standard music notation software.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Longer, more complex finale documents.
2. Full scores.
3. Final project.

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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Date approved: November 21, 2014 Certified General Education Area(s): None

Section #1 General Course Information

Department: Music

Submitter

First Name: Lars
Last Name: Campbell
Phone: 3384
Email: lars.campbell

Course Prefix and Number: MUS - 211L

 # Credits: 1

Contact hours

Lecture (# of hours): 11
Lec/lab (# of hours):
Lab (# of hours): 22
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 Notation Software II

Course Description:

Advanced use of Finale (music notation 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?

Yes

Pre-reqs: MUS-113L

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: MUS-211

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

Yes

Recommendations:

Requirements: Required for second-year music majors

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**

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 notate conventional musical examples found in music-theory studies,
2. demonstrate the ability to notate 4-part writing and conventional score formats,
3. demonstrate the ability to print publishable examples using industry-standard music notation software.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Importing finale documents into layout software.
2. Longer, more complex finale documents.
3. Full scores.
4. Final project.

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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Date approved: May 17, 2019 Certified General Education Area(s): None

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?

✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

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

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

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Date approved: May 17, 2019 Certified General Education Area(s): None

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?

✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

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

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

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Date approved: May 18, 2018 Certified General Education Area(s): Arts and Letters

Section #1 General Course Information

Department: Art

Submitter

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

Course Prefix and Number: ART - 103

 # 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: Art Appreciation: Architecture & Design

Course Description:

Discover the fundamentals of thinking about and creating art through readings, class discussions, and gallery/museum tours. This course will focus on architecture and design and their connections and relationship to recent history, culture, ideas and 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:

✓ **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?

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Not every year**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. identify the stylistic and historical features associated with the artistic elements of architecture and design;
2. critically analyze, interpret and describe works of art using relevant vocabulary both verbally and in writing;
3. demonstrate familiarity with different styles, mediums, methods and subjects associated with the production of art;
4. identify ideas and processes related to historical change and cultural development of architecture and design;(AL2)
5. identify elements of composition and design.(AL1)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

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

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

Outcomes Assessment Strategies:

✓ **Writing Assignments**

:

Major Topic Outline:

1. History of architecture.
2. History of design.
3. Development of ideas, style, composition, and form in design and architecture.
4. Social, political, and cultural influences and contexts in architecture.
5. Social, political, and cultural influences and contexts in design.

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

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

SOU= ART 103

How does it transfer? (Check all that apply)

✓ **general elective**
:

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

✓ **Other. Please explain.**

I checked websites for comparable courses

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Date approved: May 18, 2018 Certified General Education Area(s): Arts and Letters

Section #1 General Course Information

Department: Art

Submitter

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

Course Prefix and Number: ART - 102

 # 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: Art Appreciation: Modern & Contemporary

Course Description:

Discover the fundamentals of thinking about and creating art through readings, class discussions, and gallery/museum tours. This course will focus on modern and contemporary art and its connections and relationship to recent art-making/processes, history, culture, ideas and 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:

✓ **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?

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Not every year**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. identify the stylistic and historical features associated with art from the Modern and Contemporary period and art at Portland galleries and museums;
2. critically analyze, interpret and describe works of art using relevant vocabulary both verbally and in writing;
3. demonstrate familiarity with different styles, mediums, methods and subjects associated with the production of art;
4. identify ideas and processes related to historical change and cultural development from Modern and Contemporary periods;(AL2)
5. identify elements of composition and design.(AL1)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

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

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

Outcomes Assessment Strategies:

✓ **Writing Assignments**

:

Major Topic Outline:

1. History and development of Modern art.
2. History and development of Contemporary art.
3. Development of ideas, style, composition, and form in Modern and Contemporary styles.
4. Social, political, and cultural influences and contexts in Modern art.
5. Social, political, and cultural influences and contexts in Contemporary 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)**
✓ **OSU (Oregon State University)**
✓ **OSU-Cascade**
✓ **PSU (Portland State University)**
✓ **SOU (Southern Oregon University)**
✓ **UO (University of Oregon)**
✓ **WOU (Western Oregon University)**

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

WOU= A 100, EOU= ART 101, SOU= ART 101

How does it transfer? (Check all that apply)

✓ **general elective**
:

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

✓ **Other. Please explain.**

I checked websites

First term to be offered:

Next available term after approval
:

Course Inactivations

February 7, 2020 (8-9:30am, CC127)

Course Number	Title	Implementation
ART-102	Art Appreciation: Modern & Contemporary	2020/SU
ART-103	Art Appreciation: Architecture & Design	
CS-090	Fundamental Computer Skills I	
CS-091	Fundamental Computer Skills II	
MUS-211L	Music Notation Software II	
MUS-212L	Music Notation Software II	
MUS-213L	Music Notation Software II	

New Courses

February 7, 2020 (8-9:30am, CC127)

Course Number	Title	Implementation
EMP-201	Introduction to Homeland Security and Emergency Management	2020/SP
EMP-208	Disaster Response and Recovery	
EMP-210	Developing and Managing Volunteer Resources	
EMP-212	Public Health and Medical Emergency Management	
EMP-214	Technology in Emergency Management	
EMP-216	Emergency Management Laws and Ethics	
EMP-218	Public Information Officer and External Affairs	
EMP-220	Introduction to Emergency Management Public Administration and Policy	
EMP-222	Terrorism Awareness and Response	
EMP-224	Science of Disasters	
EMP-226	Business Continuity Fundamentals	
FRP-259	Medical Unit Leader (S-359)	

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: WAFE

Submitter

First Name: Jonathan
Last Name: Baker
Phone: 0945
Email: jonathan.baker

Course Prefix and Number: EMP - 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: Introduction to Homeland Security and Emergency Management

Course Description:

This course introduces Homeland Security and Emergency Management (HSEM) as a profession. The course begins with the historical context of HSEM and provides a foundation for the many disciplines within the field including threats and hazards analysis, hazard mitigation, emergency preparedness, response and recovery. The course also provides an overview of current issues, policies, best practices and lessons learned.

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): Emergency Management Professional 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 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 career opportunities in the field of Homeland Security and Emergency Management (HSEM),
2. analyze the history of the Department of Homeland Security and FEMA, and the roles they have played and currently play in the U.S. Government;
3. describe the principles and authorities that are the foundation of HSEM,
4. summarize the roles of various federal, state, and local agencies and organizations involved in disaster and emergency management;
5. describe how emergency management services can build a strong foundation for disaster and emergency management for homeland security in the 21st century.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Introduction to homeland security and emergency management.
2. Hazard identification, risk assessment, and impact analysis.
3. Phases of emergency management.
4. Evolution of guidelines, standards, laws and authorities.
5. Current and future issues in homeland security and emergency 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:

Specify term: Fall 2020

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: WAFE

Submitter

First Name: Jonathan
Last Name: Baker
Phone: 5039157939
Email: jonathan.baker

Course Prefix and Number: EMP - 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: Disaster Response and Recovery

Course Description:

The purpose of this course is to enable students to understand and think critically about response and recovery operations in the profession of emergency management. Students will utilize problem based learning by analyzing actual disaster events and applying the theories, principals, and practice of response and recovery. In addition, students will learn about the issues faced by vulnerable populations and how to address the unique needs during disaster response and recovery.

Type of Course: Career Technical Preparatory

Reason for the new course:

Revision of the emergency management program.

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 Emergency Management Professional

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. analyze what occurs during a disaster and the impact it has on life, property and the environment;
2. differentiate between the responsibilities of the local government after a disaster versus those of the state and federal government,
3. analyze human responses to disasters,
4. compare traditional and professional approaches to disaster and determine which approach is most applicable in a given disaster situation,
5. define the role of warnings, evacuation and sheltering in natural disaster response;
6. evaluate the process through which individual assistance may be obtained.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Impacts of hazards and disasters.
2. Roles and responsibilities of disaster participants.
3. Human behavior in disasters.
4. Response and recovery operations.
5. Hazard detection and warning.
6. Evacuation and sheltering.
7. Damage assessment.
8. Disaster recovery and mitigation.
9. Communication practices.
10. Public assistance.

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

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

Percent of course: 10%

First term to be offered:

Specify term: Winter 2020

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: WAFE

Submitter

First Name: Jonathan
Last Name: Baker
Phone: 5039157939
Email: jonathan.baker

Course Prefix and Number: EMP - 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: Developing and Managing Volunteer Resources

Course Description:

This course will focus on methods and procedures for involving private-sector organizations and volunteers in emergency management programs in ways which benefit the whole community. The focus of the course is on maximizing the effectiveness of volunteer resources by implementing a people-oriented system that addresses defining volunteer roles, designing a plan of action, recruiting volunteers, training individuals who volunteer and motivation and maintenance of a successful program. Participants will acquire skills and knowledge to make appropriate volunteer assignments that enhance the effectiveness of an integrated emergency management system.

Type of Course: Career Technical Preparatory

Reason for the new course:

Revision of the emergency management program.

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 Emergency Management Professional

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. define volunteer and a voluntary agency or organization and draw distinctions between the two,
2. determine whether the community's needs are best met by developing a volunteer program or whether they should coordinate with volunteer agencies or both,
3. determine how volunteers can be used most beneficially to meet the agency's needs,
4. analyze the steps in developing a volunteer program,
5. develop a volunteer job description,
6. analyze the role of volunteer organizations in providing emergency assistance,
7. identify strategies for working with volunteers, organizations, businesses, and other groups;
8. assess the skills, capacities and needs in managing volunteers.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Different types of volunteers and volunteer organizations.
2. Benefits and challenges of involving volunteers.
3. Developing a volunteer program.
4. Working with Voluntary Agencies (VOLAGs) / Community-Based Organizations (CBOs).
5. Voluntary Organizations Active in Disaster (VOAD).
6. Identifying needs of volunteers and how to engage them.
7. Special issues in volunteer 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	**Yes**
4. Clean up natural environment	**No**
5. Supports green services	**No**

Percent of course: 10%

First term to be offered:

Specify term: Fall 2020

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: WAFE

Submitter

First Name: Jonathan
Last Name: Baker
Phone: 5039157939
Email: jonathan.baker

Course Prefix and Number: EMP - 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: Public Health and Medical Emergency Management

Course Description:

The course examines the issues and concepts that make up the field of public health and how public health agencies and organizations prepare for and support disaster response. It will examine the intersection of security and public health policy, threats to public health, legal and policy infrastructure and the tools that are available to improve preparedness, response and recovery efforts.

Type of Course: Career Technical Preparatory

Reason for the new course:

Revision of the emergency management program.

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 Emergency Management Professional

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. describe the types of disasters and their public health consequences,
2. describe the public health preparedness infrastructure in the United States,
3. identify the key stakeholders involved in disaster preparedness,
4. identify the policy, legal and ethical frameworks for U.S. public health preparedness;
5. explain the role of environmental health and other public health practitioners in an emergency.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Role and responsibility of public health and the medical community in disasters.
2. At-risk populations.
3. Command and control of public health incidents.
4. Public health legal considerations.
5. Ethical issues in disaster.

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

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

Percent of course: 10%

First term to be offered:

Specify term: Fall 2020

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: WAFE

Submitter

First Name: Jonathan
Last Name: Baker
Phone: 5039157939
Email: jonathan.baker

Course Prefix and Number: EMP - 214

 # 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: Technology in Emergency Management

Course Description:

This class provides a detailed overview of technology and how it is applied in the field of emergency management. Students will learn how to utilize technology in emergency planning, response, recovery and mitigation efforts and they'll uncover the key elements that must be in place for technology to enhance the emergency management process. Course topics include Web Emergency Operations Center (WEOC), using technology with training and exercises, reverse 911 notification systems, video conferencing/downlinks and Geographic Information System (GIS) and remote sensing capabilities.

Type of Course: Career Technical Preparatory

Reason for the new course:

Revision of the emergency management program.

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 Emergency Management Professional

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. determine what technology tools are needed during a disaster,
2. examine the role of technology in the support of emergency planning, response, recovery and mitigation efforts;
3. identify the key elements that must be in place for technology to enhance the emergency management process,
4. describe the applications of the internet, telecommunications, and networks to emergency management;
5. identify and use components of an emergency management information system,
6. identify and describe the cultural factors associated with the introduction and use of technology applications in emergency management,
7. examine the potential impact of new technologies on emergency management.

This course does not include assessable General Education outcomes.

Major Topic Outline:

A. Using technology as a tool to enhance emergency management.
C. Networks and communication systems working together.
D. Geographic Information System (GIS), Global Positioning Systems (GPS) and remote sensing tools: Maps and geographic systems.
F. Emergency management decision support systems and using data to manage disasters.
G. Hazards analysis and modeling to predicting disaster impacts.
H. Warning systems and alerting the public to danger.
I. Operational problems and using technology.
J. Trends in technology.

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

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

Percent of course: 10%

First term to be offered:

Specify term: Fall 2020

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: WAFE

Submitter

First Name: Jonathan
Last Name: Baker
Phone: 5039157939
Email: jonathan.baker

Course Prefix and Number: EMP - 216

 # Credits: 2

Contact hours

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

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

Course Title: Emergency Management Laws and Ethics

Course Description:

This course is designed to give the student an overview of various statutes, regulations, constitutional law, and common law associated with homeland security and emergency management. Students will examine local, state and federal laws and the authority of the Department of Homeland Security's Federal Emergency Management Agency (FEMA). Major topics covered include civil rights, international anti-terrorism efforts, the Homeland Security Act of 2002, and the Patriot Act. Students will be introduced to the legalities and ethics relevant to organizing for counterterrorism, investigating terrorism and other national security threats, crisis and consequence management.

Type of Course: Career Technical Preparatory

Reason for the new course:

Revision of the emergency management program.

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 Emergency Management Professional

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 key legal and policy principles related to emergency management,
2. describe the Federal Emergency Management Agency's (FEMA) role in policy, law and management;
3. identify local, state, and federal relationships for implementing new laws and regulations;
4. identify privacy concerns and constitutional protections regarding governmental information-gathering related to emergency management,
5. describe the impact of statutes and policies enacted post 9-11.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Homeland security and emergency management policy, laws and ethics.
2. Emergency management and the Homeland Security Act of 2002.
3. Homeland security from a local, state and federal perspective.
4. Homeland security and emergency management partnerships.
5. Anti-terrorism investigation and the Fourth Amendment to the U.S. Constitution.
6. National Response Framework (NRF)/National Incident Management System (NIMS).
7. U.S. Patriot Act.
8. Robert T. Stafford Act.

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

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Section #1 General Course Information

Department: WAFE

Submitter

First Name: Jonathan
Last Name: Baker
Phone: 5039157939
Email: jonathan.baker

Course Prefix and Number: EMP - 218

 # 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: Public Information Officer and External Affairs

Course Description:

This course is designed to familiarize students with the concepts underlying the Public Information Officer (PIO) role. This course provides a basic understanding of the PIO function. Provide those in executive level roles the necessary knowledge of PIO roles and responsibilities during an emergency.

Type of Course: Career Technical Preparatory

Reason for the new course:

New program

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 Emergency Management Professional

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. define emergency public information and the importance of being proactive,
2. describe the role and functions of the Public Information Officer (PIO),
3. explain the types of written products and social media used in public information activities,
4. identify preparation techniques that contribute to a successful media interview,
5. list the the steps needed for strategic communications.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Public information and warning systems.
2. Promoting emergency preparedness.
3. Communicating warnings.
4. Managing public information.
5. Introduction to Joint Information Systems (JIS).
6. Working with local, state and federal partners.

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

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Section #1 General Course Information

Department: WAFE

Submitter

First Name: Jonathan
Last Name: Baker
Phone: 5039157939
Email: jonathan.baker

Course Prefix and Number: EMP - 220

 # 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: Introduction to Emergency Management Public Administration and Policy

Course Description:

This course provides an overview of the structure and issues surrounding public service. Course participants will examine the context of public administration: the political system, the role of federalism, bureaucratic politics and power, and the various theories of administration that guide public managers. Lessons will be drawn from the most current applications of emergency management public administration, such as recent response efforts and Homeland Security.

Type of Course: Career Technical Preparatory

Reason for the new course:

New program

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 Emergency Management Professional

Are there prerequisites to this course?

Yes

Pre-reqs: 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?

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. explain how historical developments in emergency management and public administration relate to current trends,
2. identify the basic concepts, theories and principles in the field of public administration;
3. explain the importance of the administration and/or management of public affairs,
4. identify the impact of a changing global society and multicultural environment on the management of the public sector,
5. identify the impact and influence of government regulation and administrative law over public affairs.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Emergency management and public administration.
2. Public administration, democracy, and bureaucratic power.
3. Federalism and intergovernmental relations.
4. Organizational theory, budgeting, public policy and implementation.
5. Decision making in administration.
6. Chief executives and challenges of administrative leadership.
7. Public personnel administration and human resource development.
8. Government regulation and administrative law.
9. Public administration in a time of conflict and 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:

Specify term: Fall 2020

Clackamas Community College

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Section #1 General Course Information

Department: WAFE

Submitter

First Name: Jonathan
Last Name: Baker
Phone: 503-915-7939
Email: jonathan.baker

Course Prefix and Number: EMP - 222

 # 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: Terrorism Awareness and Response

Course Description:

Provides current and relevant information about terrorism, terrorist behavior, homeland security policies and dilemmas and how to deal effectively with threats and the consequences of attacks. Students will gain insight into the key players involved in emergency management, local and state issues and interacting and working with the Federal Emergency Management Agency (FEMA) and other federal agencies. Course components include identifying terrorism, causes of terrorism, preventing terrorist attacks, responding to terrorism attacks and avoiding communication and leadership collapse.

Type of Course: Career Technical Preparatory

Reason for the new course:

New Program

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 Emergency Management Professional

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. compare and contrast the history of terrorism in the United States and abroad,
2. explain terrorism and the risks associated with terrorist incidents,
3. explain the basic terms and concepts associated with terrorism incidents,
4. compare and contrast different missions of homeland security,
5. recognize the characteristics of terrorism,
6. explain the differences between federal, state, local and private procedures in preparedness measures, response, relief, and recovery operations.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Identifying terrorism.
2. Historical perspectives on terrorism.
3. Preparing for, preventing and responding to terrorist attacks.
4. Threat assessment and security enhancement.
5. Recovering from terrorist attacks.
6. Information sharing between agencies.

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

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

Percent of course: 10%

First term to be offered:

Specify term: Fall 2020

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: WAFE

Submitter

First Name: Jonathan
Last Name: Baker
Phone: 503-915-7939
Email: jonathan.baker

Course Prefix and Number: EMP - 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: Science of Disasters

Course Description:

This course will introduce students to scientific concepts and principles in several key areas related to natural and human-caused disasters. The course focuses on common and emerging threats that provide a basis for understanding the science of disaster.

Type of Course: Career Technical Preparatory

Reason for the new course:

New program

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 Emergency Management Professional

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. describe how earth science principles and processes influence natural hazards, including earthquakes, volcanic eruptions, tsunamis, ground failures, and floods;
2. explain how climatological principles and processes influence natural hazards, including convective storms, tropical cyclones, nor'easters, winter storms, temperature extremes, and droughts;
3. summarize how chemical and biological principles and processes influence natural and human-caused hazards and impact society,
4. examine scientific basis for explosive, radiological, and nuclear hazards and their impact on society;
5. illustrate how scientific principles can improve emergency preparedness.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Introduction to the science of disasters.
2. Storms, floods, extreme heat, droughts, and wildfires.
3. Landslides and sinkholes.
4. Volcanoes, earthquakes, and tsunamis.
5. Human-induced disasters.

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

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

Percent of course: 10%

First term to be offered:

Specify term: Fall 2020

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: WAFE

Submitter

First Name: Jonathan
Last Name: Baker
Phone: 5039157939
Email: jonathan.baker

Course Prefix and Number: EMP - 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: Business Continuity Fundamentals

Course Description:

This course provides a foundation for business continuity management and continuity of operations planning (COOP). Topics include business continuity initiation, risk evaluation and control, business impact analysis, developing business continuity strategies and plans, developing training and exercise programs, coordinating with external agencies, and exposure to current case studies.

Type of Course: Career Technical Preparatory

Reason for the new course:

New program

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 Emergency Management Professional

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. describe the need for a business continuity plan,
2. conduct business impact analysis, including assessing effects of disruptions, loss exposure, and business impact;
3. describe the business continuity strategies based on results of business impact analysis,
4. define awareness and training objectives for business continuity,
5. exercise and maintain business continuity plans.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Business continuity planning.
2. Continuity of Operations Plan (COOP).
3. Business impact analysis.
4. Business functions and records.
5. Business continuity strategies, plan implementation, and training objectives.
8. Crisis communication programs.

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

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

Percent of course: 10%

First term to be offered:

Specify term: Fall 2020

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: WAFE

Submitter

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

Course Prefix and Number: FRP - 259

 # Credits: 2

Contact hours

Lecture (# of hours): 24
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 24

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: Medical Unit Leader (S-359)

Course Description:

This course is designed to provide the skills & knowledge needed to perform in the role of medical unit leader on incidents. The Medical Unit Leader (MEDL) is primarily responsible for developing the medical plan, obtaining medical aid and transportation for injured or ill incident personnel, and preparing reports and records. The Medical Unit may also assist operations in supplying medical care and assistance to civilian casualties at the incident.

Type of Course: Career Technical Preparatory

Reason for the new course:

Adding to our medical related courses. Requested from industry.

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:

Requirements: Current EMT or Paramedic

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. complete a staffing and management plan for the medical unit,
2. describe how to provide high quality patient care,
3. discuss the importance of collaborating with other incident entities as necessary to include the response and transport of patients,
4. develop and evaluate medical reports and records,
5. create a medical plan to be used in an incident action plan.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Operation and qualification standards.
2. Situation awareness and gathering information.
3. Organizing and supervising the medical unit.
4. Personnel evaluations.
5. Incident documentation.
6. Medical reports, records and forms.
7. ICS 214 Activity Log form.
8. ICS 213 General Message form.
9. Demobilization of the unit.

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
: