

	<b>Presenter</b>	<b>Action</b>
<b>1. Welcome and Introductions</b>	Chair	
<b>2. Approval of Minutes</b>	Chair	Approval
<b>3. Consent Agenda</b> a. Course Number Change b. Course Title Change c. Reviewed Outlines for Approval	Chair	Approval
<b>4. Informational Items</b> a. Three-Year Course Inactivation List (06.30.21) b. Five Year Course Review	Megan Feagles Dru Urbassik	Informational Informational
<b>5. Old Business</b> a.		
<b>6. New Business</b> a. <b>Course Inactivations</b> i. EM Courses b. <b>Course Reactivations</b> c. <b>Course Hours, Instructional Method, Credits Change</b> d. <b>New Courses</b> e. <b>Program Suspensions</b> f. <b>Program Amendments</b> g. <b>New Programs</b>	Megan Feagles	Approval/20.SU
<b>7. Closing Comments</b>		

**Present:** Katie Hodgkin (ASG), Nora Brodnicki, Rick Carino, Elizabeth Carney, Jeff Ennenga, Megan Feagles (Recorder), Darlene Geiger, Sue Goff, Shalee Hodgson, Jason Kovac, Alice Lewis, Mike Mattson, Jeff McAlpine (Alternate Chair), Suzanne Munro, Scot Pruyn (Chair), Cynthia Risan, Esther Sexton, Sarah Steidl, Dru Urbassik, Andrea Vergun, Helen Wand

**Guests:** Lars Campbell, Bev Forney, Dawn Hendricks, Laurette Scott, Jonathan Baker

**Absent:** Karen Ash, Dustin Bare, Frank Corona, Ida Flippo, Eden Francis, Kara Leonard, Tracy Nelson, David Plotkin, Lisa Reynolds, Charles Siegfried, Tara Sprehe

## 1. Welcome & Introductions

## 2. Approval of Minutes

- a. Approval of the January 24, 2020 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*

*Re-upload consent agenda for new course title typo*

*Done by MCF on 2/7/20*

## 4. Informational Items

### a. Program Learning Outcomes

- i. CTE Instruction CC
  1. Laurette Scott presented
  2. Worked with Advisory Committee to clean-up the PLOs

## 5. Old Business

### a. COMM-112 Feedback from College Council

- i. Alice Lewis presented
- ii. Removing COMM-112 as an option from AAOT, ASOT-Business, ASOT-Computer Science, and Oregon Transfer Module
- iii. A few questions from College Council but no concerns

### b. Gen Ed Courses that Need Review

- i. Continuation of the discussion from the 12/6/19 meeting
- ii. We are provisionally approving courses seeking gen ed certification
- iii. Lisa Reynolds, Alice Lewis, Nora Brodnicki, Elizabeth Carney, Scot Pruyn met and presented their recommendation to approve the following courses as gen for 2020-2021 until the new review process is complete

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

*Motion to approve, approved*

## 6. New Business

### a. Related Instruction Review

- i. Computation: MTH-054, MTH-275
- ii. Communication: WR-101, WR-227
- iii. Human Relations: PSY-215
  1. The Related Instruction Sub-Committee recommends that the above course continue to be approved in the noted Related Instruction categories.
- iv. PE/Health: FRP-246
  1. FRP-246 is requesting to be Related Instruction for the first time (Effective 2020-2021)

*Motion to approve, approved*

### b. Course Inactivations

- i. ART-102, ART-103
  1. Nora Brodnicki presented
  2. "We rolled themes from these classes into ART-101 Art Appreciation which is a course that transfers to four-year institutions."

*Motion to approve, approved*

- ii. CS-090, CS-091
  1. Bev Forney presented
  2. "We are seeing extremely low enrollment in these courses and have had to continually cancel. In addition, basic computer skills (such as offered in CS-90/91) are offered through Community Education in downtown Oregon City"
  3. It was suggested that Bev communicate to Advising what the other options are for these classes.
  4. Digital Literacy could potentially be offered through the Library and could serve students who need these courses.

*Motion to approve, approved*

- iii. MUS-211L, MUS-212L, MUS-213L
  1. Lars Campbell presented
  2. Absorbing the content into MUS-111L, MUS-112L, and MUS-113L

*Motion to approve, approved*

### c. Course Hours, Instructional Method, Credits Change

- i. ART-120
  1. Nora Brodnicki presented
  2. "align more closely with PSU and the number of hours they meet with their students for the same class (3 hours/ week)."

*Motion to approve, approved*

- ii. CS-240M, CS-240W, CS-289
  1. Rick Carino presented
  2. 11 LAB doesn't comply with CCWD requirements of 33 LAB hours = 1 credit. Adjusted hours to comply with CCWD standards.

*Motion to approve, approved*

- iii. ED-100
  1. Laurette Scott presented

2. *The change in credits for ED 100 is a long time coming and has several factors. Most basically, the plan is to suspend ED 200 and fold the content into ED 100 necessitating more class time to cover the content and materials of two related/overlapping courses in one course only. This better aligns us with the other community colleges which usually offer 100 or 200 but not both. This is also confusing for students who take both when really only one is required by transfer programs. Additionally, student feedback has consistently indicated that there is not enough time to adequately cover the material or that there is enough material for a 4 credit class which I agree with as the instructor, especially with the addition of the material in ED 200 not currently covered in ED 100. Finally, the Major Transfer Map (MTM) for Elementary ED MOU which will be signed soon allows for 3-4 credits of an Introduction to the Foundations of Education course and so this will not harm students or create "credit creep" for them in their educational pathway. I think that is everything but please let me know if there are additional credits. I would also add that I am aware of the concerns of PTF regarding changes such as these, however, I am the only instructor who teaches these classes. This has no impact on PTF, only on my individual teaching load, and so if I can be of help by reaching out to Leslie to expedite the approval of this change, please let me know.*

*Motion to approve, approved*

iv. FRP-243

1. Jeff Ennenga presented
2. "We have added content which added the need for more instructional time to better meet the student learning outcomes."

*Motion to approve, approved*

v. MUS-111L, 112L, 113L

1. Lars Campbell presented
2. Inactivated MUS-211L, 212L, 213L and absorbing them into the 100 series

*Motion to approve, approved*

d. **New Courses**

i. EMP-201, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226

1. Jonathan Baker presented
2. New courses for the upcoming Emergency Management program
3. There was a question about the learning outcomes that start with the word "describe". It sounds like that level of understanding is suitable for these courses.
4. There was a request to update the term that courses are offered as the department works out the offering schedule.
5. Planning to offer many of these as hybrid.
6. EMP-226 SLO5. "Exercise and maintain business continuity plans."
7. EMP-226 SLO2: "Conduct business impact analysis..."
  - a. *Make SLO changes and reupload to website*
  - b. *Done by MCF on 2/7/20*

*Motion to approve, approved*

ii. FRP-259

1. Jeff Ennenga presented
2. "adding to our medical related courses. Requested from industry."

*Motion to approve, approved*

e. **Program Suspensions**

i. Paraeducator CC

1. Laurette Scott presented
2. "no longer academically relevant or advantageous for students and does not provide a good pathway for achieving career goals in the field of Education."
3. Do they want this pulled off the application now or later?
  - a. *Ok to pull off the application now*

*Motion to approve, approved*

f. **Program Amendments**

- i. AS, Biological Engineering, OSU  
AS, Chemical Engineering, OSU  
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

1. Megan Feagles presented on behalf of Sarah Hoover and Nora Brodnicki
2. Art department is inactivating ART-102 and ART-103 so these are being removed from the elective list. No other changes.

*Motion to approve, approved*

ii. AS, Biology, OSU

1. Megan Feagles presented on behalf of Sarah Hoover and Nora Brodnicki
2. Art department is inactivating ART-102 and ART-103 so these are being removed from the elective list. No other changes.

*Motion to approve, approved*

iii. AS, English, OSU

1. Jeff McAlpine presented
2. Adding in more MTH options
  - a. There were questions about whether MTH-243 would be an option.
  - b. Jeff will bring the feedback to the department
3. Removing courses that aren't offered in the term that they were placed in this program
4. Total credits change from 94-97 to 94-98

*Motion to approve, approved*

iv. AS, English PSU

1. Jeff McAlpine presented
2. Adding in more MTH options, removing HD-186, adding ENG-297
3. Removing some courses from the electives list
4. Total credits change from 95 to 93-94

*Motion to approve, approved*

v. AS, English, UofO

1. Jeff McAlpine presented
2. Adding in more MTH options, removing some courses from the electives list

*Motion to approve, approved*

vi. CTE Instruction

1. Laurette Scott presented
2. Title Change: Career & Technical Education (CTE) Licensure Prep
3. ED-100 is now 4 credits
4. Credit change from 28-30 to 27-28
5. Reflects changes that include feedback from Advisory Committee and Oregon Department of Education

*Motion to approve, approved*

vii. Early Childhood Education & Family Studies AAS

1. Dawn Hendricks presented
2. Adding COMM-140 and FYE-101 to elective list
3. ED-100 is now 4 credits

*Motion to approve, approved*

viii. Early Childhood Education & Family Studies CC

1. Dawn Hendricks presented
2. ED-100 is now 4 credits instead of 3
3. Total credits change from 49-52 to 50-53

*Motion to approve, approved*

ix. Electrician Apprenticeship Technologies AAS

1. Shalee Hodgson presented on behalf of Shelly Tracy
2. Adding back the Line Estimator (UE) focus area for Pacific Power

*Motion to approve, approved*

x. Fire Science (Wildland) CC

1. Jeff Ennenga presented
2. Title Change: Wildland Fire Science
3. FRP-243 is now 3 credits instead of 2
4. Advisory committee recommended GIS course
5. Eliminated 205 because it's a duplicate course

*Motion to approve, approved*

xi. Wilderness Survival & Leadership CPCC

1. Jeff Ennenga presented
2. FRP-243 is now 3 credits instead of 2

3. Total credits change from 14 to 15

*Motion to approve, approved*

- xii. Wildland Fire Forestry CPCC
  1. Jeff Ennenga presented
  2. Removing FRP-205 and adding GIS-101
  3. Total credits change from 19 to 18

*Motion to approve, approved*

- xiii. Wildland Fire Management AAS
  1. Jeff Ennenga presented
  2. Using FRP-246 as Health/PE related instruction
  3. Adding in some Biology
  4. Moving some other courses around
  5. Total credits change from 90-94 to 90-93

*Motion to approve, approved*

- xiv. Wildland FireFighter 1 CPCC
  1. Jeff Ennenga presented
  2. Adding FRP-249, which changes total credits from 12 to 14

*Motion to approve, approved*

## **7. Closing Comments**

a.

*-Meeting Adjourned-*

**Next Meeting: February 21, 2020 CC127 8-9:30am**

## 1. Course Title Change

Course	Current Title	Proposed Title
R-101	Comparative Religions	Judaism and Foundations of Religion
R-102	Comparative Religions	Christianity and Islam
R-103	Comparative Religions	Asian Religions

## 2. Course Number Change

Course	Title	Proposed Course Number

## 3. Outlines Reviewed for Approval

Course	Title	Implementation
ANT-102	Archaeology & Prehistory	2020/SP
HE-163	Body & Drugs I: Introduction to Abuse &	
HE-164	Body & Drugs II: Alcohol	
HE-201	Personal Training	
HE-202	Introduction to Fitness Technology Careers	
HE-207	Introduction to Plant Based Living	
HST-201	History of the United States	
HST-202	History of the United States	
HST-203	History of the United States	
MUS-160	Songwriting I	
MUS-170	Introduction to Scoring Music for Media	
R-101	Judaism and Foundations of Religion	
R-102	Christianity and Islam	
R-103	Asian Religions	
R-210	World Religions	
R-211	History of the Old Testament	
R-212	History of the New Testament	
HE-250	Personal Health	

**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

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**Course Prefix and Number:** ANT - 102

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**# Credits:** 4

**Contact hours**

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

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

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**Course Title:** Archaeology & Prehistory

**Course Description:**

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

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**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**Yes**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**Yes**

**Check which General Education requirement:**

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

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

**No**

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**Yes**



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

**Requirements:**

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

**No**

Will this class use library resources?

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

**GRADING METHOD:**

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

- ✓ Fall
- ✓ Winter
- ✓ Spring

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

**Student Learning Outcomes:**

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

1. describe ways of thinking about the past and problems associated with trying to study past human cultures; (SS1) (SS2) (CL1)
  2. discuss the field and laboratory methods used in archaeological research,
  3. outline the course of human prehistory from the origins of our own species, Homo sapiens, through the development of agriculture and sedentary ways of life, to the growth of early civilization, urban life, and the advent of written history; (SS1)(SS2)(CL1)
  4. analyze social phenomena by evaluating anthropological information, evidence, argument and/or theory to draw logical conclusions or implications. (SS1)
-

## COURSE OUTLINE MAPPING CHART

**Mark outcomes addressed by the course:**

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

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

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

**SP: Speech/Oral Communication Outcomes**

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

**MA: Mathematics Outcomes:**

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

**AL: Arts and Letters Outcomes**

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

**SS: Social Science Outcomes**

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

**SC: Science or Computer Science Outcomes**

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

**CL: Cultural Literacy Outcome**

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

**Outcomes Assessment Strategies:**

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

:

**Major Topic Outline:**

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

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

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

Percent of course: 0%

## Section #2 Course Transferability

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

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

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

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

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

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

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

How does it transfer? (Check all that apply)

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

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

Other. Please explain.

Oregon college transfer lists

First term to be offered:

Next available term after approval

:

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

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**Section #1 General Course Information**

**Department:** PE/Health/Athletics

**Submitter**

First Name: Tim  
Last Name: Pantages  
Phone: 3792  
Email: timp

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**Course Prefix and Number:** HE - 163

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**# 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.

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**Course Title:** Body & Drugs I: Introduction to Abuse & Addiction

**Course Description:**

The first of a four-course sequence, this course examines the history of the use of addictive drugs, the definition of addiction, psychosocial and neurobiological causes of drug and behavioral addiction, addictive drug classifications, and the history of/introduction to addiction treatment, and access and utilize effective resources to improve and maintain mental and physical wellbeing.

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**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**No**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**Yes**

**Check which General Education requirement:**

**Social Science**

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

**Yes**

**Name of degree(s) and/or certificate(s):** Human Services, Criminal Justice, Health Fitness Technology

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**No**

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

**No**

Will this class use library resources?

**Yes**

Have you talked with a librarian regarding that impact?

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**Yes**

**Area:** Physical Education/Health

**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. summarize five historical themes of drug use across all cultures;
  2. describe the continuum of drug use;
  3. discuss the five main routes of administration of drugs;
  4. identify and explain the process of neurophysiological addiction;
  5. summarize the history of addiction treatment;
  6. access and utilize effective resources to improve and maintain mental and physical well being.
-

## COURSE OUTLINE MAPPING CHART

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

**Outcomes Assessment Strategies:**

:

**Major Topic Outline:**

1. Brief history of alcohol and drug use.
2. Definition and categories of psychoactive drugs.
3. Classification of psychoactive drugs.
4. Overview of physiology/neurobiology of addiction.
5. History of addiction treatment.

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

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

Percent of course: 0%

## Section #2 Course Transferability

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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)

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

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

How does it transfer? (Check all that apply)

- general elective  
:

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

First term to be offered:

Next available term after approval

:

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

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**Section #1 General Course Information**

**Department:** PE/Health/Athletics

**Submitter**

First Name: Tim  
Last Name: Pantages  
Phone: 3792  
Email: timp

---

**Course Prefix and Number:** HE - 164

---

**# 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:** Body & Drugs II: Alcohol

**Course Description:**

The second of a four-course offering. Covers beverage alcohol as a drug, the history of alcohol use/abuse, physiological and psychological effects of alcohol use on the user, and the impact of that use on those around the user and on society at large, access and utilize effective resources to improve and maintain mental and physical wellbeing.

---

**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:**

**Social Science**

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

**Yes**

**Name of degree(s) and/or certificate(s):** Human Services, Criminal Justice, Fitness Technology

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** HE-163

**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:** Physical Education/Health

**GRADING METHOD:**

A-F or Pass/No Pass

**Audit:** Yes

When do you plan to offer this course?

✓ **Not every term**

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

**Student Learning Outcomes:**

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

1. describe the three basic categories of beverage alcohol;
  2. summarize the history of alcohol use;
  3. summarize direct and/or indirect consequences of alcohol consumption on the major physiological systems of the body;
  4. access and utilize effective resources to improve and maintain mental and physical well being.
-

## COURSE OUTLINE MAPPING CHART

**Mark outcomes addressed by the course:**

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

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

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

**SP: Speech/Oral Communication Outcomes**

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

**MA: Mathematics Outcomes:**

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

**AL: Arts and Letters Outcomes**

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

**SS: Social Science Outcomes**

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

**SC: Science or Computer Science Outcomes**

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

**Outcomes Assessment Strategies:**

:

**Major Topic Outline:**

1. History of alcohol use.
2. Personal and societal costs of alcohol abuse.
3. Types of alcohol.
4. Physiological effects of alcohol consumption.

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

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

Percent of course: 0%

**Section #2 Course Transferability**

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

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

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

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

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

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

How does it transfer? (Check all that apply)

- general elective  
:

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

First term to be offered:

Next available term after approval

:

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

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**Section #1 General Course Information**

**Department:** Health/PE and Athletics

**Submitter**

First Name: Tracy  
Last Name: Nelson  
Phone: 3274  
Email: tracyn

---

**Course Prefix and Number:** HE - 201

---

**# 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:** Personal Training

**Course Description:**

Students will follow the curriculum for the National Council on Strength and Fitness (NCSF) Certified Personal Trainer certification. The course will guide students through the expectations, requirements, processes and knowledge to prepare to become a certified Personal Trainer through the NCSF. Through videos, lecture and self-study, students will be prepared to take the NCSF Certified Personal Training exam, which is offered through the NCSF and is not included in the course.

---

**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?

**Yes**

**Recommendations:** PE-240

**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?

Yes

Area: Physical Education/Health

GRADING METHOD:

A-F Only

Audit: Yes

When do you plan to offer this course?

- ✓ Fall
- ✓ **Winter**
- ✓ Spring
- ✓ 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. design an exercise plan for client's based on specific goals and needs of the client;
2. demonstrate proper technique for various exercises and strength movements;
3. demonstrate and assess client's fitness levels through various tests and assessments;
4. customize training plans for special populations;
5. recommend dietary changes to help maximize client's goals;
6. cite specific exercises for functional training.

---

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

---

Major Topic Outline:

1. Functional Anatomy.
2. Biomechanics.
3. Muscle Physiology.
4. Endocrine System.
5. Bioenergetics.
6. Cardiovascular Physiology.
7. Nutrition/Supplements.
8. Body Composition.
9. Weight Management.
10. Physical Fitness and Flexibility Assessment.
11. Development of Training Programs.
12. Anaerobic Training.
13. Resistance Training.
14. Functional Training.
15. Working with Special Populations.
16. Ethics and Professional Behavior.

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

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

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

Percent of course: 0%

### Section #2 Course Transferability

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

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

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

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

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

How does it transfer? (Check all that apply)

**general elective**  
:

First term to be offered:

**Next available term after approval**  
:

---

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

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Health/PE and Athletics

**Submitter**

First Name: Tracy  
Last Name: Nelson  
Phone: 3274  
Email: tracyn

---

**Course Prefix and Number:** HE - 202

---

**# Credits:** 1

**Contact hours**

Lecture (# of hours): 11  
Lec/lab (# of hours):  
Lab (# of hours):  
Total course hours: 11

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

---

**Course Title:** Introduction to Fitness Technology Careers

**Course Description:**

This course will explore the various careers in the Fitness Industry through lecture and guest speakers currently in the professional field. Students will gain insight to the requirements, expectations, salary range, education requirements, and any additional information related to specific careers.

---

**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**No**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**No**

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

**No**

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

**Yes**

**Name of degree(s) and/or certificate(s):** Fitness Technology 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?

**No**

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?

✓ **Fall**

✓ **Spring**

✓ **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. differentiate the various careers in the Fitness Industry;
2. identify an area of interest for a potential career path;
3. apply gained knowledge to develop a career path.

---

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

---

**Major Topic Outline:**

1. Personal Trainer
2. Gym Owner
3. Nutrition and Health Coach
4. Health and Wellness Director.
5. Group X Instructor
6. Strength and Conditioning Coach
7. Athletic Coach

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

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

Percent of course: 0%

## **Section #2 Course Transferability**

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

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



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

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

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

How does it transfer? (Check all that apply)

general elective

:

First term to be offered:

Next available term after approval

:

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

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**Section #1 General Course Information**

**Department:** Health/PE and Athletics

**Submitter**

First Name: Tracy  
Last Name: Nelson  
Phone: 3274  
Email: tracyn

---

**Course Prefix and Number:** HE - 207

---

**# 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 Plant Based Living

**Course Description:**

The course is designed to give students a basic understanding of a plant based diet/lifestyle and the benefits of this type of lifestyle. Students will learn about the physical benefits of a plant based diet, organic foods, current environmental impacts of the big agricultural companies, animal welfare, and workers rights as well as the research that has been documented to support the information.

---

**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**No**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**No**

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

**No**

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

**No**

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**No**

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

**No**

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

Yes

Area: Physical Education/Health

GRADING METHOD:

A-F Only

Audit: Yes

When do you plan to offer this course?

- ✓ Fall
- ✓ Winter
- ✓ Spring
- ✓ 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 benefits of plant based living;
2. demonstrate an understanding of plant based living through various assignments and projects;
3. analyze information to make informed decisions to their personal lifestyle and wellness.

---

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

---

Major Topic Outline:

1. Plant Based Living
2. Organic Foods
3. Big Agricultural Companies
4. Environmental Impacts of Big Ag
5. Cow's milk
6. Plant Based Diet
7. Plant Based Athlete's

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)

General Health courses

How does it transfer? (Check all that apply)

**general elective**

:

First term to be offered:

**Next available term after approval**

:

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

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**Section #1 General Course Information**

**Department:** PE/Health

**Submitter**

First Name: **Josh**  
Last Name: **Rhoden**  
Phone: **3275**  
Email: **joshr**

---

**Course Prefix and Number:** HE - 250

---

**# 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:** Personal Health

**Course Description:**

**This course is designed to help students gain an overall understanding of information basic to the field of health, to help them critically evaluate health information, and to promote positive attitudes, values, and behaviors in regard to personal health.**

---

**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**No**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**No**

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

**No**

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

**No**

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**No**

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

**No**

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

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 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. evaluate at least seven personal health habits and shape one of their health habits for a healthier life,
2. demonstrate their understanding of basic information by written summary of units or by performing at a 65% plus mark on quizzes,
3. critically evaluate health information from 5 current health articles (videos) or 1 book.

---

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

---

Major Topic Outline:

Accessing your Health  
Psychological Health  
Managing Stress  
Preventing Violence & Injury  
Nutrition, Weight management & Fitness  
Addiction/Drug Abuse  
Cardiovascular Disease  
Infectious 7 Non Infectious Diseases

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

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

Percent of course: 0%

## Section #2 Course Transferability

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

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?

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

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

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

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

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

How does it transfer? (Check all that apply)

- general education or distribution requirement
- general elective

:

First term to be offered:

Next available term after approval

:

---

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

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**Section #1 General Course Information**

**Department:** Social Science

Submitter

First Name: Jackie  
Last Name: Flowers  
Phone: 3405  
Email: jackief

---

**Course Prefix and Number:** HST - 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:** History of the United States

Course Description:

Covers the period in American history from first European contact through the Age of Jackson.

---

**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**Yes**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**Yes**

**Check which General Education requirement:**

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

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

**No**

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** Prerequisite or Corequisite: WRD-098 or placement in WR-121

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

**No**

Are there corequisites to this course?

**No**



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

**Yes**

**Recommendations:** Sequence of HST-201, HST-202, and HST-203 is taken in order.

**Requirements:**

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

**No**

Will this class use library resources?

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

**GRADING METHOD:**

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

✓ **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 their understanding of the history of the United States with an emphasis on the major issues and themes of the period through exams, essays, and class discussion; (WR1)(SS1)(SS2)(CL1)
  2. assess and explain the dynamics of the historical process in regard to the issues of the period; (AL2)(SS1)(SS2)(CL2)
  3. conduct historical analysis through assignments that require a critical study of primary documents from the period under study; (WR2)(AL2)(SS1)(SS2)(CL1)
  4. utilize the techniques of historical research through research assignments that require an informed analysis of the documents value to the historian; (WR2)(SS1)(CL1)
  5. analyze historical phenomena by evaluating primary source documents to ascertain evidence, arguments and/or theories and to draw logical conclusions or implications about the phenomena. (WR2)(AL2)(SS1)(SS2)(CL1)
-

## 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

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

## SP: Speech/Oral Communication Outcomes

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

## MA: Mathematics Outcomes:

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

## AL: Arts and Letters Outcomes

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

## SS: Social Science Outcomes

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

## SC: Science or Computer Science Outcomes

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

## CL: Cultural Literacy Outcome

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

## Outcomes Assessment Strategies:

- ✓ Writing Assignments
- ✓ Thesis/Research Project    ✓ Multiple Choice Test
- ✓ Rubrics

:

## Major Topic Outline:

1. European Explorers in America.
2. Early European Settlement in America.
3. Colonial Society.
4. Winning the Revolution.
5. The Constitutional Convention.
6. Life and Politics in the Early Republic.
7. Presidency of Andrew Jackson.

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

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

OSU comparable:  
HST201, HST202, HST203

PSU comparable:  
HST201, HST202, HST203

WOU comparable:  
HST201D, HST202D, HST203D

UO comparable:  
HIST201 United States I: Inventing America  
HIST202 United States II: Building America  
HIST203 United States III: 20th Century America

How does it transfer? (Check all that apply)

- general education or distribution requirement

:

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

- Other. Please explain.

Researched the Transferology website to gather comparable course information at the schools listed above.

First term to be offered:

Next available term after approval

:

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

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Social Science

**Submitter**

First Name: Jackie  
Last Name: Flowers  
Phone: 3405  
Email: jackief

---

**Course Prefix and Number:** HST - 202

---

**# Credits:** 4

**Contact hours**

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

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

---

**Course Title:** History of the United States

**Course Description:**

Covers the period of United States history from the Age of Jackson to World War I. Recommended that sequence is taken in order.

---

**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**Yes**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**Yes**

**Check which General Education requirement:**

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

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

**No**

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** Prerequisite or Corequisite: WRD-098 or placement in WR-121

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

**No**

Are there corequisites to this course?

**No**

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

**Yes**

**Recommendations:** Sequence of HST-201, HST-202, and HST-203 is taken in order

**Requirements:**

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

**No**

Will this class use library resources?

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

**GRADING METHOD:**

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

✓ **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 their understanding of the history of the United States with an emphasis on the major issues and themes of the period through exams, essays, and class discussion; (WR1)(SS1)(SS2)(CL1)
  2. assess and explain the dynamics of the historical process in regard to the issues of the period; (AL2)(SS1)(SS2)(CL2)
  3. conduct historical analysis through assignments that require a critical study of primary documents from the period under study; (WR2)(AL2)(SS1)(SS2)(CL1)
  4. utilize the techniques of historical research through research assignments that require an informed analysis of the documents value to the historian; (WR2)(SS1)(CL1)
  5. analyze historical phenomena by evaluating primary source documents to ascertain evidence, arguments and/or theories and to draw logical conclusions or implications about the phenomena. (WR2)(AL2)(SS1)(SS2)(CL1)
-

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

**Mark outcomes addressed by the course:**

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

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

**WR: Writing Outcomes**

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

**SP: Speech/Oral Communication Outcomes**

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

**MA: Mathematics Outcomes:**

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

**AL: Arts and Letters Outcomes**

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

**SS: Social Science Outcomes**

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

**SC: Science or Computer Science Outcomes**

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

**CL: Cultural Literacy Outcome**

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

---

**Outcomes Assessment Strategies:**

- ✓ Writing Assignments
- ✓ Thesis/Research Project
- ✓ Multiple Choice Test
- ✓ Rubrics

:

**Major Topic Outline:**

1. Jacksonian Democracy.
2. Industrialization and Immigration.
3. Slavery.
4. The Road to Secession.
5. The Civil War.
6. The Gilded Age.
7. The Growth of American Empire.
8. Progressivism.

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

1. Increased energy efficiency **No**

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

Percent of course: 0%

## Section #2 Course Transferability

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

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

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

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

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

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

OSU comparable:  
HST201, HST202, HST203

PSU comparable:  
HST201, HST202, HST203

WOU comparable:  
HST201D, HST202D, HST203D

UO comparable:  
HIST201 United States I: Inventing America  
HIST202 United States II: Building America  
HIST203 United States III: 20th Century America

How does it transfer? (Check all that apply)

- general education or distribution requirement

:

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

- Other. Please explain.

Researched the Transferology website to gather comparable course information at the schools listed above.

First term to be offered:

Next available term after approval

:

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

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Social Science

**Submitter**

First Name: Jackie  
Last Name: Flowers  
Phone: 3405  
Email: jackief

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**Course Prefix and Number:** HST - 203

---

**# Credits:** 4

**Contact hours**

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

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

---

**Course Title:** History of the United States

**Course Description:**

Covers the period of United States history since and including WWI. Recommended that sequence is taken in order.

---

**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**Yes**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**Yes**

**Check which General Education requirement:**

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

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

**No**

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** Prerequisite or Corequisite: WRD-098 or placement in WR-121

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

**No**

Are there corequisites to this course?

**No**



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

**Yes**

**Recommendations:** Sequence of HST-201, HST-202 and HST-203 is taken in order.

**Requirements:**

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

**No**

Will this class use library resources?

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

**GRADING METHOD:**

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

✓ **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 their understanding of the history of the United States with an emphasis on the major issues and themes of the period through exams, essays, and class discussion; (WR1)(SS1)(SS2)(CL1)
  2. assess and explain the dynamics of the historical process in regard to the issues of the period; (AL2)(SS1)(SS2)(CL2)
  3. conduct historical analysis through assignments that require a critical study of primary documents from the period under study; (WR2 (AL2)(SS1)(SS2)(CL1)
  4. utilize the techniques of historical research through research assignments that require an informed analysis of the documents value to the historian; (WR2)(SS1)(CL1)
  5. analyze historical phenomena by evaluating primary source documents to ascertain evidence, arguments and/or theories and to draw logical conclusions or implications about the phenomena. (WR2)(AL2)(SS1)(SS2)(CL1)
-

## 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

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

## SP: Speech/Oral Communication Outcomes

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

## MA: Mathematics Outcomes:

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

## AL: Arts and Letters Outcomes

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

## SS: Social Science Outcomes

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

## SC: Science or Computer Science Outcomes

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

## CL: Cultural Literacy Outcome

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

## Outcomes Assessment Strategies:

- ✓ Writing Assignments
- ✓ Thesis/Research Project    ✓ Multiple Choice Test
- ✓ Rubrics

:

## Major Topic Outline:

1. American in the Great War.
2. Cultural Conflicts of the 1920s.
3. The Great Depression and the New Deal.
4. World War II.
5. The Culture of the Cold war.
6. America in the 1960s.
7. The Vietnam War.
8. The Carter Years.
9. American 1980's to 21st century.

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

1. Increased energy efficiency                      **No**

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

Percent of course: 0%

## Section #2 Course Transferability

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

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

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

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

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

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

OSU comparable:  
HST201, HST202, HST203

PSU comparable:  
HST201, HST202, HST203

WOU comparable:  
HST201D, HST202D, HST203D

UO comparable:  
HIST201 United States I: Inventing America  
HIST202 United States II: Building America  
HIST203 United States III: 20th Century America

How does it transfer? (Check all that apply)

- general education or distribution requirement

:

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

- Other. Please explain.

Researched the Transferology website to gather comparable course information at the schools listed above.

First term to be offered:

Next available term after approval

:

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

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Music

**Submitter**

First Name: Kathleen  
Last Name: Hollingsworth  
Phone: 6299  
Email: kathleen.hollingsworth

---

**Course Prefix and Number:** MUS - 160

---

**# 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:** Songwriting I

**Course Description:**

Studies the techniques of a working songwriter, including use of form, lyrics, harmonic progressions and symbolism in the creative aspect of songwriting. Solo writing as well as the concept of collaboration are introduced. Participants will work individually and/or in small groups to record original songs. May be repeated for up to 4 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?** 4

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):** Music and Performance Technology AAS

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**Yes**

**Recommendations:**

**Requirements:** Working proficiency at playing an instrument such as piano, guitar, voice, or equivalent. Computer generated music is also acceptable

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

**No**

Will this class use library resources?

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

GRADING METHOD:

A-F or Pass/No Pass

**Audit: No**

When do you plan to offer this course?

✓ **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 competence in songwriting by presenting new material in class and in structured performances;
2. demonstrate competence in expressive lyric writing;
3. demonstrate ability in utilizing standard and non-standard chordal progressions;
4. perform new compositions and;
5. record original songs.

---

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

---

Major Topic Outline:

1. Song form.
2. Lyric writing.
3. Prosody.
4. Song logic.
5. Instrumentation/arranging.

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

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

Percent of course: 0%

## **Section #2 Course Transferability**

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

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

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

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

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

How does it transfer? (Check all that apply)

**general elective**

:

First term to be offered:

**Next available term after approval**

:

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

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Music

**Submitter**

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

---

**Course Prefix and Number:** MUS - 170

---

**# 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 Scoring Music for Media

**Course Description:**

Introduction to the analysis, writing, and production of basic film, video, and/or video game music scores and spotting music cues.

---

**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):** Digital Media Communciations AAS, Music Performance and Technology AAS

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** MUS-102 or MUS-112 or MUS-143

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

**No**

Are there corequisites to this course?

**No**

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

**No**

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

Yes

Have you consulted with the Dept Chair(s) of other program(s) regarding potential impact such as overlap, duplication, enrollment, impact, etc.?

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

What was the result of the conversation with those department(s)?

The DMC department is 100% in agreement with the importance of expanding into this area. This course will also be included in the DMC Music Focus and the future Contemporary Music Vocation AAS Degree.

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: No

When do you plan to offer this course?

✓ Spring

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate the basic techniques used in composing, arranging, and copying music for visual media;
2. identify the basic tools used to produce visual media related music;
3. exhibit various instrumental approaches to various visual cues;
4. exhibit how to write music beds for visual media;
5. demonstrate the basic understanding of how to spot music cues.

---

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

---

Major Topic Outline:

1. Introduction of basic tools.
2. Introduction of basic techniques.
3. History and analysis of software and usage.
4. Spotting for music cues.
5. Writing for emotional effect.
6. Contemporary music scoring.
7. Orchestral music scoring.

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

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



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

Percent of course: 0%

### Section #2 Course Transferability

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

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

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

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

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

How does it transfer? (Check all that apply)

✓ general elective

:

First term to be offered:

Next available term after approval

:

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

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Social Science

**Submitter**

First Name: **Joseph**  
Last Name: **Shelton**  
Phone: **6228**  
Email: **joseph.shelton**

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

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**# Credits:** 4

**Contact hours**

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

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

---

**Course Title:** **Judaism and Foundations of Religion**

**Course Description:**

**An introduction to religious topics, meaning of sacred, the nature of myth and story, ideas of God/god, ancient religions, and Judaism.**

---

**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**Yes**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**Yes**

**Check which General Education requirement:**

**Arts and Letters**

**Cultural Literacy**

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

**No**

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**Yes**

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

**Requirements:**

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

**No**

Will this class use library resources?

**Yes**

Have you talked with a librarian regarding that impact?

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

**GRADING METHOD:**

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

✓ **Fall**

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 theories regarding the origin of religion and its various components (AL1) (AL2) (SS2) (CL1);
  2. explain the role of "myth" in religious usage (SS2) (CL1);
  3. identify the various "worldviews" that underpin a religion's foundation (AL1) (AL2) (SS2) (CL1);
  4. explain the development of Judaism and its core concepts, beliefs, and practices (AL1) (AL2) (SS2) (CL1);
  5. analyze the similarities and differences between ancient polytheistic religious beliefs and ancient Hebrew beliefs (AL1) (AL2) (SS2) (CL1).
-

## 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**

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

**SC: Science or Computer Science Outcomes**

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

**CL: Cultural Literacy Outcome**

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

**Outcomes Assessment Strategies:**

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

✓ **Other Assessment Tools:** Classroom discussion questions prepared by students from textbook readings; Religious ceremony visit paper

**Major Topic Outline:**

1. The nature of religion and belief
2. Sacred, secular, myth, story, and ritual
3. Worldviews and ideas of God/god
4. Ancient Religions of Mesopotamia and Egypt
5. Development of Israelite religion in the Tanakh/Old Testament
6. The history, development, and practice of Judaism post-Second Temple destruction
7. Israeli and Palestine Conflict

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

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

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

Percent of course: 0%

### Section #2 Course Transferability

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

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

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

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

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

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

OSU - PHL LDT CD: Comparative Religions

How does it transfer? (Check all that apply)

- general education or distribution requirement

:

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

First term to be offered:

Next available term after approval

:

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

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Social Science

**Submitter**

First Name: **Joseph**  
Last Name: **Shelton**  
Phone: **6225**  
Email: **joseph.shelton**

---

**Course Prefix and Number:** R - 102

---

**# Credits:** 4

**Contact hours**

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

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

---

**Course Title:** **Christianity and Islam**

**Course Description:**

**An introduction to Christianity and Islam, New Testament and Quran, the nature of Trinity and Tawhid, and includes the history and philosophy of other Western religious developments.**

---

**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**Yes**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**Yes**

**Check which General Education requirement:**

**Arts and Letters**

**Cultural Literacy**

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

**No**

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**Yes**

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

**Requirements:**

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

**No**

Will this class use library resources?

**Yes**

Have you talked with a librarian regarding that impact?

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

**GRADING METHOD:**

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

✓ **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. Apply basic concept of religion to Christianity and Islam (AL1) (AL2) (SS2) (CL1);
  2. identify the use and application of sacred, myth, and story in Christianity and Islam (SS2) (CL1);
  3. discuss various 'worldviews' that control the understanding and transmission of Christian and Islamic beliefs (AL1) (AL2) (SS2) (CL1);
  4. articulate the difference between the "Jesus of History" (modern scholarship's view of the "Historical Jesus"), and the "Christ of Faith" (SS2) (CL1);
  5. discuss the similarities and differences of Christianity and Islam, in regards to their beliefs, practices, and theological concepts of God (AL1) (AL2) (SS2) (CL1).
-

## 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**

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

**SC: Science or Computer Science Outcomes**

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

**CL: Cultural Literacy Outcome**

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

**Outcomes Assessment Strategies:**✓ **General Examination**✓ **Writing Assignments**

✓ **Other Assessment Tools:** Classroom discussion questions prepared by students from textbook readings; Classroom discussions from primary Religious text readings; Religious ceremony visit papers

**Major Topic Outline:**

1. Christianity and New Testament theology
2. Jesus, the Gospels, and the Quest for the Historical Jesus
3. Development of the Trinity
4. History of Christianity
5. Islam and Quranic theology
6. Life of Muhammad
7. Allah and the Tawhid
8. History of Islam
9. Islam and Christianity today
10. Formation of the Canons (NT and Quran)

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)
- OIT (Oregon Institute of Technology)
- OSU (Oregon State University)
- WOU (Western Oregon University)

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

WOU - R204D Intro to World Religions: West

How does it transfer? (Check all that apply)

- general education or distribution requirement

:

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

First term to be offered:

Next available term after approval

:

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

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Social Sciences

**Submitter**

First Name: **Joseph**  
Last Name: **Shelton**  
Phone: **6228**  
Email: **joseph.shelton**

---

**Course Prefix and Number:** R - 103

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**# Credits:** 4

**Contact hours**

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

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

---

**Course Title:** **Asian Religions**

**Course Description:**

An introduction to the history, ideas, and philosophy of Asian religions including Hinduism, Buddhism, Jainism, Sikhism, Taoism, Confucianism, and Shintoism. Examine Asian religions' impact on contemporary culture.

---

**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**Yes**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**Yes**

**Check which General Education requirement:**

**Arts and Letters**

**Cultural Literacy**

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

**No**

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**Yes**

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

**Requirements:**

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

**No**

Will this class use library resources?

**Yes**

Have you talked with a librarian regarding that impact?

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

**GRADING METHOD:**

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

✓ **Spring**

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

**Student Learning Outcomes:**

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

1. analyze and compare worldviews that shape the elements of faith & practice of Asian religion in history and in modern times (AL2) (SS2) (CL1);
  2. explain the history and teachings of Asian religious groups: Indian, Chinese, and Japanese (AL2) (SS2) (CL1);
  3. identify the similarities and differences of sects within specific Asian religions (AL1) (AL2) (SS2) (CL1);
  4. recognize the similarities and differences between the various Asian religions, in regards to their beliefs, practices, and theological concepts of God/gods (AL1) (AL2) (SS2) (CL1);
  5. critically evaluate modern culture's perspectives of Asian religions (AL2) (SS2) (CL1).
-

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

**Mark outcomes addressed by the course:**

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

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

**WR: Writing Outcomes**

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

**SP: Speech/Oral Communication Outcomes**

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

**MA: Mathematics Outcomes:**

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

**AL: Arts and Letters Outcomes**

- 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.
- 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**

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

---

**Outcomes Assessment Strategies:**

- ✓ **General Examination**                      ✓ **Writing Assignments**

✓ **Other Assessment Tools:** Classroom discussion questions prepared by students from textbook readings and primary Religious text readings; Watching documentary videos; Religious ceremony visit papers.

**Major Topic Outline:**

1. Hinduism
2. Buddhism
3. Jainism
4. Sikhism
5. Taoism
6. Confucianism
7. Shintoism
8. Asian Philosophy
9. The variety of religious pluralism in Asian religions.

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

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

Percent of course: 0%

## Section #2 Course Transferability

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

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

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

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

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

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

WOU - R201D Introduction to World Religions: Eastern

How does it transfer? (Check all that apply)

- general education or distribution requirement

:

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

First term to be offered:

Next available term after approval

:

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

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Social Science

**Submitter**

First Name: **Joseph**  
Last Name: **Shelton**  
Phone: **6228**  
Email: **joseph.shelton**

---

**Course Prefix and Number:** R - 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:** World Religions

**Course Description:**

**Examines religions and philosophies from around the world through film, text, and/or online presentations. Introduces Hinduism, Buddhism, Chinese/Japanese religions, Christianity, Judaism, Islam, and many other religious systems.**

---

**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**Yes**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**Yes**

**Check which General Education requirement:**

**Arts and Letters**

**Cultural Literacy**

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

**No**

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**Yes**

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

**Requirements:**

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

**No**

Will this class use library resources?

**Yes**

Have you talked with a librarian regarding that impact?

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

**GRADING METHOD:**

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

**✓ Not every term**

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

**Student Learning Outcomes:**

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

1. articulate theories regarding the origin of religion and its various components (AL1) (AL2) (SS2) (CL1);
  2. discuss the similarities and differences of religious beliefs, practices and historical development of various religions (AL1) (AL2) (SS2) (CL1);
  3. identify various religious traditions through the use of specific religious vocabulary (AL1) (AL2) (SS2) (CL1);
  4. develop the skill necessary to embark on self-guided study, research, and academic exploration (AL1) (AL2);
  5. critically evaluate modern culture's perspectives of the different religions from around the world (AL2) (SS2) (CL1).
-

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

## SC: Science or Computer Science Outcomes

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

## CL: Cultural Literacy Outcome

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

## Outcomes Assessment Strategies:

- ✓ **General Examination**                      ✓ **Writing Assignments**
- ✓ **Presentations**

:

## Major Topic Outline:

1. The nature of religion and belief
2. Sacred, secular, myth, story, and ritual
3. Worldviews and ideas of God/god
4. Oral Religions (Native American & African Tribal, Animism)
5. Indian Religions (Hinduism, Buddhism, & Sikhism)
6. Chinese Religions (Taoism & Confucianism)
7. Japanese Religion (Shintoism)
8. Abrahamic Religions (Judaism, Christianity, & Islam)
9. Current questions in religions (conflicts, pluralism, & syncretism)

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

1. Increased energy efficiency                      **No**



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

Percent of course: 0%

## Section #2 Course Transferability

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

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

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

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

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

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

PSU - R210 World Religions 2020 ALLD

How does it transfer? (Check all that apply)

- general education or distribution requirement

:

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

First term to be offered:

Next available term after approval

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

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Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Social Sciences

**Submitter**

First Name: **Joseph**  
Last Name: **Shelton**  
Phone: **6228**  
Email: **joseph.shelton**

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**Course Prefix and Number:** R - 211

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**# Credits:** 4

**Contact hours**

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

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

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**Course Title:** History of the Old Testament

**Course Description:**

An introduction to the Old Testament/Tanakh that covers the early developments of the Hebrew community: Patriarchs, Abraham, Moses, and Sinai. Examines Old Testament monarchy, prophets, and wisdom literature. Examines modern theories of biblical interpretation.

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**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**Yes**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**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-090 or placement in WRD-098

**Requirements:**

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

**No**

Will this class use library resources?

**Yes**

Have you talked with a librarian regarding that impact?

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

**GRADING METHOD:**

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

✓ **Not every term**

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

**Student Learning Outcomes:**

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

1. explain the main framework of the books of the Old Testament, via the covenants (AL1) (AL2) (CL1);
  2. discuss and critique current scholastic theories regarding the origins of a biblical text (AL1) (AL2) (SS2);
  3. evaluate different interpretational methods from the prophetic tradition, wisdom literature, and historical books of the Old Testament (AL2) (SS2) (CL1);
  4. analyze the various types of literary genres the Old Testament contains (AL2) (SS1) (CL1);
  5. express the theological motivations and agendas that are present in the Old Testament books (AL1) (AL2) (SS2) (CL1).
-

## 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**

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

**SC: Science or Computer Science Outcomes**

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

**CL: Cultural Literacy Outcome**

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

**Outcomes Assessment Strategies:**

- ✓ **General Examination**                      ✓ **Writing Assignments**

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**Major Topic Outline:**

1. Interpretation and modern theories of biblical text
2. Ancient Polytheistic religious systems
3. Patriarchs, Exodus, & Covenants
4. Moses, Sinai, the Law, & Slavery
5. Conquest of Canaan, Kings & Prophets to the Assyrian and Babylonian exile and their post-exile impact
6. Poetry, wisdom literature, apocalyptic themes, and other types of literature
7. Overview of the historical events after the writings of the Old Testament.

**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)

PSU - History of the Old Testament 2020 ALLD

How does it transfer? (Check all that apply)

- general education or distribution requirement

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

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Lab (# of hours):  
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**Course Title:** History of the New Testament

**Course Description:**

An introduction to the New Testament that includes the first century social, political, and religious influences on the New Testament texts, the life of Jesus, the Pauline letters, and other early Christian writings.

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**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**Yes**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**Yes**

**Check which General Education requirement:**

**Arts and Letters**

**Cultural Literacy**

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**Requirements:**

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Does this course belong on the Related Instruction list?

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**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 the historical timeframe regarding development, writing and canonization of the New Testament (AL1) (AL2) (SS2) (CL1);
  2. explain the 'Synoptic Problem' (AL1) (AL2) (SS2) (CL1);
  3. express the theological motivations and agendas that are present in the Gospels, Acts of the Apostles in the Pauline and so-called Deutero-Pauline body of work, and the Johannine writings (AL1) (AL2) (SS2) (CL1);
  4. explain how some Christians apply biblical texts to their understanding of modern social topics and issues (AL1) (AL2) (SS2) (CL1);
  5. articulate the difference between the 'Jesus of History' (modern scholarship's view of the 'Historical Jesus'), and the 'Christ of Faith' (AL1) (AL2) (SS2) (CL1).
-

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**CL: Cultural Literacy Outcome**

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

**Outcomes Assessment Strategies:**✓ **General Examination**✓ **Writing Assignments**

:

**Major Topic Outline:**

1. Interpretations and modern theories of biblical texts
2. Brief history of Ancient Israel
3. Historical events after the writing of the Old Testament period & Roman history
4. The Gospels
5. Life and writings of Paul
6. New Testament letters
7. Book of Revelation
8. Writings of early church fathers and canonization of the New Testament.

**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%

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- PSU (Portland State University)**

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

**PSU - R212 History of the New Testament 2020 ALLD**

How does it transfer? (Check all that apply)

- general education or distribution requirement**

:

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

First term to be offered:

Next available term after approval

:

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Course Number	Title	Implementation
EM-101	Introduction to Emergency Management (IS-	
EM-102	Leadership, Decision Making & Problem	
EM-103	Communications & Volunteer Resources (IS-	
EM-104	Emergency Planning	
EM-105	Emergency Management Exercise Design &	
EM-109	Public Information Officer (L-952)	
EM-111	Community Emergency Response Team	
EM-112	Emergency Management Skillbuilder	
EM-113	Introduction to National Incident Management	
EM-115	Hazardous Materials Prevention (IS-340)	
EM-116	Modular Emergency Radiological Response	
EM-117	Exercise Evaluation & Improvement Planning	
EM-118	Public Assistance & Debris Operations in	
EM-120	Emergency Program Manager (IS-001)	
EM-121	Are You Ready? Citizen Preparedness for	
EM-122	Radiological Emergency Management (IS-003)	
EM-123	Hazardous Materials Orientation (IS-005)	
EM-124	Earthquakes of Tomorrow (IS-008)	
EM-125	Introduction to Homeland Security Exercise &	
EM-126	Emergency Operations Commander's Role in	
EM-128	Citizen's Guide to Disaster Assistance (IS-909)	
EM-130	Incident Command System: Logistics (L-967)	2020/SU
EM-131	Incident Command System: Planning (L-962)	
EM-132	Incident Command System: Operations (L-958)	
EM-134	Public Policy in Emergency Management	
EM-135	Hazardous Materials Awareness & Operations	
EM-136	Hazardous Materials Contingency Planning (G-	
EM-137	Hazardous Mitigation Workshop	
EM-138	Managing Search Operations	
EM-139	Military Resources in Emergency Management	
EM-140	Debris Management (G-288)	
EM-141	Incident Command System: Safety Officer (G-	
EM-142	Incident Command System: Commander (L-	
EM-144	Emergency Management: Amateur Radio	
EM-145	Incident Command System: Finances (G-907)	
EM-146	Incident Command System:	
EM-147	Exercise Control and Simulation (G-135)	
EM-148	Exercise Program Manager (G-137)	
EM-149	Managing People in Disasters (G-249)	
EM-150	Retrofitting Flood Prone Residential Structures	
EM-151	Radiological Emergency Response (IS-301)	
EM-154	Orientation to Hazardous Materials for Medical	
EM-155	Introduction to Mitigation (IS-393)	
EM-159	Donations Management (G-288)	

EM-160	Role of Voluntary Agencies in Emergency	2020/SU
EM-161	Protecting Your Home Or Small Business from	
EM-164	Community Hurricane Preparedness (IS-	
EM-165	COBRA/Weapons of Mass Destruction Incident	
EM-166	COBRA/Weapons of Mass Destruction Incident	
EM-167	COBRA/Weapons of Mass Destruction	
EM-168	Cobra/Weapons of Mass Destruction DOJ	
EM-171	Residential Coastal Construction (IS-386)	
EM-172	Hazardous Weather - Community Risks (IS-	
EM-175	Rapid Damage Assessment (G-250.7)	
EM-176	Emergency Operations Center	
EM-177	Resource Management	
EM-178	Flood Fight Operations (G-361)	
EM-179	Multi-Hazard Safety Program for Schools (G-	
EM-181	Mitigation for Emergency Managers (G-393)	
EM-182	Fundamentals of Radiological Emergency	
EM-183	Hazardous Weather - Flood Preparedness	
EM-184	Hurricane Planning (G-360)	
EM-185	Instructional Delivery Skills (G-265)	
EM-187	Public Assistance Program Applicant Process	
EM-188	Grant Writing/Louisiana	
EM-190	State Disaster Management	
EM-191	Livestock in Disasters (IS-10, IS-11 & IS-111)	
EM-192	Partnerships With Tribal Governments (IS-650)	
EM-194	Introduction to Radiological Emergency	
EM-195	Coordinating Environmental & Historic	
EM-196	Introduction to Community Emergency	
EM-197	Multi-Hazard Emergency Planning for Schools	
EM-200	Logistics in Emergency Management (IS-26,	
EM-201	Public Information in Emergency Management	
EM-202	Continuity of Operations (COOP) I (IS-546, IS-	
EM-203	Continuity of Operations (COOP) II -	
EM-204	The Public Works Role in Emergency	
EM-205	The National Incident Management System	
EM-206	Community Preparedness in Emergency	
EM-207	Emergency Response: Integrating 911 & The	
EM-208	Planning for the Needs of Children in Disasters	
EM-209	Continuity of Operations (COOP) III (IS-524 &	
EM-216	Volunteer Management (IS-288.a)	
EM-217	Mitigation Planning for Local and Tribal	
EM-219	Geographic Information Systems (GIS) (IS-	
EM-220	Terrorism & Mass Casualty Response (IS-360,	
EM-221	Workplace Safety & Employee Rights (IS-18,	
EM-222	Insurance Adjustors and Surveyors (IS-1102,	
EM-223	Basic Insurance Coverage & Customer Service	
EM-224	Mitigation eGrants (IS-30, IS-31)	
EM-225	Natural Disaster Communication and	
EM-280	Emergency Management/CWE	