

	Presenter	Action
1. Welcome and Introductions	Chair	
2. Approval of Minutes	Chair	Approval
3. Consent Agenda a. Course Number Changes b. Course Title Change c. Reviewed Outlines for Approval	Chair	Approval
4. Course and Program Approvals a. New Courses a. HD-138 b. ED-216 b. Course Inactivations a. ED-100, ED-200 c. Program Amendments a. Career & Technical Education (CTE) Licensure CC b. Early Childhood Education & Family Studies AAS c. Early Childhood Education & Family Studies CC d. New Programs a. AAOT Elementary Education e. Program Learning Outcomes a. Alcohol & Drug Counselor CPCC b. Wildland Fire Programs (4)	Casey Sims Laurette Scott Laurette Scott Laurette Scott " " Laurette Scott Megan Feagles (on behalf of Yvonne Smith) Jeff Ennenga	Approval/21.WI Approval/21.WI Approval/21.SU Approval/21.SU Approval/21.SU Approval/21.SU Approval/21.SU Info/21.SU Info/21.SU
5. Old Business a. FYE Requirement for All Programs b. Catalog Edits c. Curriculum Committee Charter Draft	Lupe Martinez/Kelly Love Dru Urbassik Chair	Informational Informational Informational
6. New Business a. Updated Process Docs, Checklists, Flowcharts	Curriculum Office	Informational
7. Closing Comments a.		

Present: Dustin Bare, Nora Brodnicki, George Burgess, Elizabeth Carney, Amanda Coffey, Jeff Ennenga, Megan Feagles (Recorder), Eden Francis, Sharron Furno, Sue Goff, Shalee Hodgson, Kerrie Hughes, Jason Kovac, Kara Leonard, Alice Lewis (Alternate Chair), Patricia McFarland, Tracy Nelson, Scot Pruyn (Chair), Lisa Reynolds, Cynthia Risan, Terrie Sanne, Charles Siegfried, Casey Sims, Tara Sprehe, Sarah Steidl, Dru Urbassik, Andrea Vergun, Helen Wand, Jim Wentworth-Plato

Guests: Eric Lee, Kelly Love, Lupe Martinez

Absent: ASG Representative, Mike Mattson, David Plotkin

1. Welcome & Introductions

2. Approval of Minutes

- a. Approval of the November 6, 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

4. Course and Program Approvals

- a. **Program Learning Outcomes**
 - i. AS Engineering programs (17)
 - ii. Eric Lee presented
 - iii. Removing first and last outcome. Changing second outcome slightly.
 - iv. This is a result of Assessment work. Outcomes are more realistic for students to attain in 2 years.
No approval needed; informational item

5. Old Business

- a. Review Teams/Sub-Committee Process Sharing
 - i. Arts/Sciences Review Team
 - 1. Lisa Reynolds presented
 - 2. Lisa checks list of courses to be reviewed and emails team the list. Members volunteer to be the lead reviewer on a course. Lead reviewer can reach out to team if they want help or have questions
 - 3. Lead Reviewer works with submitter on changes via email.
 - 4. Lead Reviewer submits the course to Curriculum Office, not the submitter.
 - ii. AFAC Review Team
 - 1. Tracy Nelson presented
 - 2. Tracy checks list every 2 weeks and sends team the list. Team has about a week to review and submit questions/comments to Tracy. Tracy submits courses to Curriculum Office based on team recommendations or reaches out to course submitters if the team had questions.
 - iii. TAPS Review Team
 - 1. Shalee Hodgson presented
 - 2. Team meets via Zoom, and reviews courses together. Meeting about every other week.
 - 3. Shalee typically handles suggestions/questions with course submitter
- b. Voting Standards
 - i. Jim Wentworth-Plato, Elizabeth Carney, Helen Wand, Casey Sims, Kerrie Hughes, and Scot Pruyn met to discuss the following and bring a recommendation to Committee:
 - 1. Should all members be able to vote/introduce a motion? (faculty and non-faculty)
 - a. Yes, all members can vote, except Curriculum Office.
 - 2. Membership
 - a. Assessment Coordinator should be Center for Teaching and Learning
 - b. The Chair should be a full-time faculty member

3. Can members vote on their own courses and programs?
 - a. yes
4. What is considered a quorum?
 - a. At least 1/3 voting members, with more than half of those being faculty, present for a vote to take place.
5. Bring back for a vote next time.
MCF Put on 12/4/20 agenda and posted document on 11/20/20
- c. Academic Elimination and Reduction
 - i. Scot Pruyn presented
 - ii. Asked David if Sarah Steidl and Charles Siegfried could represent Committee
 1. David said it's fine.
 - iii. Asked David if he could provide regular updates to Committee about the work
 1. Yes, he's willing to provide updates.
 2. How often do we want updates?
 - a. Charles/Sarah will check in with David periodically to see if he has updates

6. New Business

- a. Catalog Deadline
 - i. Dru Urbassik presented
 - ii. Adding an additional meeting for January 29th.
 - iii. Everything must be submitted AND reviewed by January 21st to be on the agenda for the January 29th meeting.
 - iv. Megan will send out a meeting event for January 29th
Done on 11/20/20 by MCF
 - v. Dru sent out the google doc link to Department Chairs and Admins
- b. FYE Requirement for All Programs
 - i. Kelly Love and Lupe Martinez presented
 - ii. FYE-101 will be required for all degree-seeking students
 - iii. Why?
 1. Increased retention, feelings of belonging, skills for other courses
 - iv. Who is exempt?
 1. Students with 45 or more transfer credits
 2. Less than one year/career pathway certificates
 3. Limited entry programs (like Health Sciences programs and Apprenticeship)
 4. Students who began prior to 2021/FA
 - v. Next steps
 1. Work with department chairs to explore adding FYE-101 to degrees and certificates
 - vi. Bring back for 12/4/20 meeting
MCF Put on 12/4/20 agenda on 11/20/20

7. Closing Comments

- a.

-Meeting Adjourned-

Next Meeting: December 4, 2020 (8-9:30am)

1. Course Title Change

Course	Current Title	Proposed Title
MUS-137	Group Guitar I: Guitar for Dummies	Group Guitar I

2. Course Number Change

Course	Title	Proposed Course Number

3. Outlines Reviewed for Approval

Course	Title	Implementation
BA-211	Financial Accounting I	2021/WI
BT-216	Office Procedures	2021/WI
BT-271	Advanced Business Projects	2021/WI
ED-200	Foundations of Education	2021/WI
ED-235	Educational Technology	2021/WI
ED-254	Instructional Strategies for Dual Language Learners	2021/WI
FR-201	Second-Year French I	2021/WI
FR-202	Second-Year French II	2021/WI
HPE-295	Health & Fitness for Life	2021/WI
MTH-244	Statistics II	2021/WI
MTH-253	Calculus III	2021/WI
MUS-137	Group Guitar I	2021/WI
MUS-138	Group Guitar II	2021/WI
PE-260	Care and Prevention of Athletic Injuries	2021/WI

Clackamas Community College

Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Business & Computer Science: Business

Submitter

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

Course Prefix and Number: BA - 211

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: Financial Accounting I

Course Description:

Student develops skills in the essential principles of accrual-basis financial accounting for service and merchandising companies. Topics cover the recording and reporting of financial transactions according to generally accepted accounting principles through the complete accounting cycle. Included are managing inventory, accounting for receivables, reconciling the cash account, internal controls, ratio analysis, ethics, using Excel, and financial statement reporting. Emphasis is on procedure and process.

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): Business AAS & Certificate

Are there prerequisites to this course?

Yes

Pre-reqs: BA-101 and BA-131

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: BA-104 and BA-111

Requirements:

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

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

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. explain double-entry accounting;
2. analyze financial events and apply accrual-basis procedure to complete the accounting cycle for service and merchandising businesses, to include journal entries, worksheets, adjustments, and trial balances;
3. create financial statements and assess the health and prospects of an organization with ratio analysis;
4. apply inventory costing methods, reconcile cash, manage accounts receivable and uncollectibles, and recognize effective internal controls.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. The framework for financial accounting.
2. Tools for financial analysis.
2. The accounting cycle.
3. Cash and internal controls.
4. Receivables and sales.
5. Merchandising inventory and cost of goods sold.

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

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

PSU, OSU, and SOU: BA 211
OIT: ACC 201

How does it transfer? (Check all that apply)

required or support for major

general elective

:

First term to be offered:

Next available term after approval

:

Clackamas Community College

Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Business & Computer Science: Business

Submitter

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

Course Prefix and Number: BT - 216

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: Office Procedures

Course Description:

Applies critical thinking, problem solving, and collaborative learning skills and knowledge to business office operations. Operational areas include communications, technology, records management, safety, travel, meeting management, mail procedures, reprographics, and career planning.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

Are there prerequisites to this course?

Yes

Pre-reqs: BA-131

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Winter**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. identify the desired traits for and key responsibilities of the administrative professional in the changing work environment,
2. describe the characteristics that contribute to a positive professional image (e.g. dress, communication, business etiquette);
3. understand the dynamics of working within a diverse team, describe the characteristics of a successful work group team,
4. identify ergonomic criteria for the office environment,
5. apply the ARMA indexing rules when using alphabetic and numeric records storage systems and identify the components of records management,
6. define the characteristics of an ethical organization and an ethical administrative employee,
7. understand and apply appropriate techniques to manage stress as well as manage time effectively,
8. apply appropriate guidelines for writing emails, letters, memos, and reports;
9. understand how to make travel arrangements and prepare necessary forms and reports,
10. plan, organize, and facilitate productive meetings by preparing meeting notices, agendas, and minutes;
11. summarize incoming and outgoing mail procedures and identify types of office equipment and their functions,
12. determine sources of job information, prepare letters of application and resumes, and develop job interview skills.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. The Changing Workplace.
2. Your Professional Image.
3. Workplace Teams.
4. Self Management.
5. Ethical Theories and Behaviors.
6. Written Communication.
7. Global Communication.
8. Managing Records.
9. Managing Electronic Records.
10. Meeting and Event Planning.
11. Travel Arrangements.
12. Workplace Mail and Copying.
13. Job Search & Advancement.

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

1. Increased energy efficiency **No**

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

Percent of course: 0%

First term to be offered:

Specify term: Winter 2021

Clackamas Community College

Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Business & Computer Science: Business

Submitter

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

Course Prefix and Number: BT - 271

Credits: 4

Contact hours

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

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

Course Title: Advanced Business Projects

Course Description:

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

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): Admin Professional AAS

Are there prerequisites to this course?

Yes

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

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

No

Are there corequisites to this course?

No

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

Yes

Recommendations:

Requirements: Contact Lead Faculty prior to registration in the course

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

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

This course does not include assessable General Education outcomes.

Major Topic Outline:

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

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

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

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

Percent of course: 0%

First term to be offered:

Specify term: Spring 2020

Clackamas Community College

Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Education, Human Services & Criminal Justice

Submitter

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

Course Prefix and Number: ED - 200

Credits: 3

Contact hours

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

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

Course Title: Foundations of Education

Course Description:

Provides an overview of the American educational system, including historical, legal and philosophical foundations of education. Explores the financing, governance and organization of education in the U.S. Examines the roles and ethical obligations of professional educators.

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): Paraeducator certificate, CTE Licensure Prep certificate

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Not every year

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. outline the expectations and professional responsibilities of a professional educator in the U. S.,
2. describe the history and evolution of the American educational system,
3. demonstrate knowledge of varied philosophies of education and their impact on educational practices,
4. discuss the impact of student, family, and societal diversity on schools and educators;
5. describe the organizational structure of schools in terms of local districts, states, and the federal government;
6. summarize the key sources of funding for public education and issues related to equity and equality in the financing of public education,
7. outline the rights and responsibilities of both teachers and students in educational settings,
8. discuss the role of standards and assessment in the American educational system.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Historical, philosophical, and sociological foundations of education.
2. Governance and legal foundations of education.
3. Organizing and paying for education.
4. Standards, assessment, and accountability.
5. Diversity in schools and society.
6. Ethics and professional educators.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

Foundations of ED

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**

:

First term to be offered:

Next available term after approval

:

Clackamas Community College

Online Course/Outline Submission System

Show changes since last approval in red

Print

Edit

Delete

Back

Section #1 General Course Information

Department: Education, Human Services & Criminal Justice

Submitter

First Name: Laurette

Last Name: Scott

Phone: 3840

Email: laurette

Course Prefix and Number: ED - 235

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: Educational Technology

Course Description:

Prepares students for the use of media and technology in educational settings. Develops an understanding of the role of media in learning and methods for incorporating technology in instruction. Focuses on the use of technology tools to support how teachers create and evaluate learning experiences for students.

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): Paraeducator certificate

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Not every year

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. describe the uses of and barriers to the use of technology in schools by teachers and students,
2. explain the purpose of using technology in lesson design and curriculum development,
3. discuss ways that teachers and students can use technology ethically,
4. analyze issues surrounding online learning and virtual schools,
5. discuss how technology promotes critical thinking and problem solving,
6. demonstrate how teachers can enhance communication and collaboration using technology,
7. articulate how technology supports the learning of diverse students,
8. describe the use of technology in assessment in schools.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Educational technology issues and trends.
2. Designing lessons and developing curriculum with technology.
3. Teaching information literacy and digital citizenship.
4. Fostering online learning.
5. Exploring problem-solving and inquiry learning.
6. Communicating and collaborating with social media.
7. Creativity and technology.
8. Promoting success for All students through technology.
9. Performance assessment and reflective learning with technology.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

PSU (Portland State University)

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

How does it transfer? (Check all that apply)

general elective

:

First term to be offered:

Next available term after approval

:

Clackamas Community College

Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Education, Human Services & Criminal Justice

Submitter

First Name: **Dawn**
Last Name: **Hendricks**
Phone: **6158**
Email: **dawn.hendricks@clackamas.edu**

Course Prefix and Number: ED - 254

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: Instructional Strategies for Dual Language Learners

Course Description:

Examines pedagogical and cultural approaches which lead to successful development of English language skills and content knowledge for children who speak a home language other than English.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

Yes

Check which General Education requirement:

✓ **Writing**

✓ **Oral Communication**

✓ **Social Science**

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

Yes

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

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Winter**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. compare and contrast theories of second language acquisition,
 2. discuss the historical and legal foundations of educating children who are dual language learners,
 3. explain the types of current English language development programs serving children from infancy through secondary school,
 4. individualize instructional strategies to meet all children's needs,
 5. implement strategies for more effective communication with children who are dual language learners,
 6. build collaborative partnerships with families of children who are dual language learners,
 7. assess children who are dual language learners.
-

COURSE OUTLINE MAPPING CHART**Mark outcomes addressed by the course:**

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

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

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

SP: Speech/Oral Communication Outcomes

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

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

:

Major Topic Outline:

1. Definition of second language acquisition.
2. Theories of second language acquisition.
3. Historical and legal foundations.
4. Student age and second language acquisition.
5. Impact of second language acquisition on cognitive and social/emotional development.
6. Utilization of total physical response (TPR).
7. Second language teaching in the content areas.
8. Partnering with families.
9. Assessment.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

- ✓ **PSU (Portland State University)**

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

How does it transfer? (Check all that apply)

general elective

:

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

Other. Please explain.

Articulation agreement

First term to be offered:

Next available term after approval

:

Clackamas Community College

Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: World Languages

Submitter

First Name: Ernesto

Last Name: Hernandez

Phone: 3710

Email: ernesto.hernandez

Course Prefix and Number: FR - 201

Credits: 4

Contact hours

Lecture (# of hours): 44

Lec/lab (# of hours):

Lab (# of hours):

Total course hours: 44

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

Course Title: Second-Year French I

Course Description:

The second year of academic French expands on first-year French in the review of essential grammar structures, the use of more advanced grammar, and cross-cultural discussion and analysis. Emphasis is on communication skills, stressing both oral proficiency and written expression.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ **Arts and Letters**

✓ **Cultural Literacy**

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: FR-103

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Fall

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate increased ease and proficiency in the correct use of the recent past [venir de], simple past [passé composé], near future [aller + infinitif], and present tenses depending on context;
 2. correctly interpret information and creatively use the passé composé and imperfect tenses to describe memorable events in the past such as weekends, vacations, and life events in oral and written expression; (AL1)
 3. extend use of the imperfect tense to discuss and write about what one used to do, how things used to be in the past;
 4. use imperatives with more facility, including essential irregular verbs être, avoir;
 5. correctly and creatively combine learned material in oral and written expression to role-play, discuss, debate, and/or analyze certain situations in areas like social interactions, cuisine, traveling and vacationing, or simple business transactions in French-speaking contexts; (AL1)(AL2)(CL1)
 6. identify, compare, and/or analyze in French and English and in oral and written expression how culturally-based factors account for differences between France/Europe and the US/North America in certain situations in areas like social interactions, cuisine, traveling and vacationing, or simple business transactions in French-speaking contexts; (AL1)(AL2)(CL1)
 7. select an appropriate topic of interest from French or Francophone culture and effectively research, evaluate and integrate information and sources to complete an oral presentation in French and a written report in French and English according to instructor guidelines; (AL1)
-

COURSE OUTLINE MAPPING CHART**Mark outcomes addressed by the course:**

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

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

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

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

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

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

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

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

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

AL: Arts and Letters Outcomes

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

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

SS: Social Science Outcomes

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

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

SC: Science or Computer Science Outcomes

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

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

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

- ✓ **General Examination**
- ✓ **Oral Examination**
- ✓ **Presentations**
- ✓ **Thesis/Research Project**
- ✓ **Projects**
- ✓ **Writing Assignments**
- ✓ **Multiple Choice Test**
- ✓ **Rubrics**
- ✓ **Journal Writing**
- ✓ **Performances/Simulation**
- :

Major Topic Outline:

1. Talking about memorable moments in the past. Weekends, summer vacations, life events etc.
2. Talking about what one used to do/what used to happen in the past.
3. Culturally contextualized situations such as social interactions, cuisine, traveling and vacationing, simple business transactions.
4. Simple plans for the future.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

FR 201 (PSU,SOU,UO,WOU)
FR 211 (OSU)

How does it transfer? (Check all that apply)

general education or distribution requirement

:

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

Other. Please explain.

<https://www.transferology.com/>

Course Transferability web site

First term to be offered:

Next available term after approval

:

Clackamas Community College

Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: World Languages

Submitter

First Name: Ernesto

Last Name: Hernandez

Phone: 3710

Email: ernesto.hernandez

Course Prefix and Number: FR - 202

Credits: 4

Contact hours

Lecture (# of hours): 44

Lec/lab (# of hours):

Lab (# of hours):

Total course hours: 44

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

Course Title: Second-Year French II

Course Description:

The second year of academic French expands on first-year French in the review of essential grammar structures, the use of more advanced grammar, and cross-cultural discussion and analysis. Emphasis is on communication skills, stressing both oral proficiency and written expression.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ **Arts and Letters**

✓ **Cultural Literacy**

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: FR-201

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Winter

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. use all tenses from first-year French and FR 201 with increased accuracy and facility, and expand use of tenses to include conditionals and perfect tenses to discuss correctly and creatively personal and historical past events (both real and hypothetical) in oral and written expression; (AL1)
 2. use the imperative form with increased accuracy and facility in oral and written expression, including irregular verbs [être, avoir, savoir, faire, etc.] and double pronouns ('donne-le-moi');
 3. expand use of object pronoun complements [en, y] in oral and written expression, in addition to direct and indirect object pronouns [me, te, le, la, lui, leur, etc.];
 4. use all negative structures from first-year French with increased accuracy and facility in oral and written expression, and expand use of negatives to include more advanced structures [personne, rien, ne guère, ni...ni, aucun, nul]
 5. expand on knowledge of adjectives for recognition and correct use of comparatives and superlatives in oral and written expression;
 6. in addition to material from FR 201, correctly and creatively combine learned material in oral and written expression to role-play, discuss, debate, and/or analyze certain situations in areas like leisure activities, entertainment, and artistic traditions in French-speaking contexts; (AL1)(AL2)(CL1)
 7. identify, compare, and/or analyze in French and English and in oral and written expression how culturally-based factors account for differences between France/Europe and the US/North America in certain situations in areas like leisure activities, entertainment, and artistic traditions in French-speaking contexts (in addition to areas covered in FR 201); (AL1)(AL2)(CL1)
 8. select an appropriate topic of interest from French or Francophone culture and effectively research, evaluate and integrate information and sources to complete an oral presentation in French and a written report in French and English according to instructor guidelines; (AL1)
-

COURSE OUTLINE MAPPING CHART**Mark outcomes addressed by the course:**

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

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

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

SP: Speech/Oral Communication Outcomes

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

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

- ✓ **Rubrics**
- ✓ **Journal Writing**
- ✓ **Performances/Simulation**
- :

Major Topic Outline:

1. Expansion of past personal and historical events, real and hypothetical
2. Family and personal relationships, review and extension.
3. Types of entertainment, leisure activities, and artistic pursuits.
4. Making comparisons, better, the best.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

FR 202 (PSU,SOU,UO,WOU)
FR 212 (OSU)

How does it transfer? (Check all that apply)

general education or distribution requirement

general elective

:

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

Other. Please explain.

Transferability web site
<https://www.transferology.com/>

First term to be offered:

Next available term after approval

:

Clackamas Community College

Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: HLPE

Submitter

First Name: Paul
Last Name: Fiskum
Phone: 3272
Email: paulf

Course Prefix and Number: HPE - 295

Credits: 3

Contact hours

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

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

Course Title: Health & Fitness for Life

Course Description:

This course explores interaction of the nine dimensions of wellness (health). All of the related assignments are online. Students will assess their level of the health related components of fitness and develop an exercise plan for maintenance/improvement. Students are expected to spend a minimum of 3 hours per week exercising. Related topics include: nutrition, stress reduction, relaxation techniques, goal setting, and weight control.

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): General AAOT and 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?

Yes

Recommendations: A completed physical by a doctor

Requirements:

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

Yes

Area: Physical Education/Health

GRADING METHOD:

A-F Only

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. assess their current status for cardiorespiratory endurance, muscular strength/endurance, flexibility, and body composition;
2. assess their current nutritional and dietary practices;
3. assess their current energy expenditure status;
4. assess their current stress reaction status;
5. design a plan for improvement/maintenance of cardiorespiratory endurance, muscular strength/endurance, flexibility, and body composition;
6. design a personal nutritional and dietary pattern to improve wellness;
7. design a personal plan for alternative methods of dealing with stress.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Meaning of Wellness and level of functioning in all nine dimensions.
2. Cardiovascular, muscular strength/endurance, flexibility, and body composition functioning.
3. Activities for improving level of functioning in all areas.
4. Activities for improving personal status.
5. Weight control/body composition maintenance/improvement.
6. Stress management.
7. Health risk appraisal.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

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

Fit for Life is a requirement for health and PE degrees.

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**

:

First term to be offered:

Next available term after approval

:

Clackamas Community College

Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Mathematics

Submitter

First Name: Amy
Last Name: Brandenburg
Phone: 3536
Email: amy.brandenburg

Course Prefix and Number: MTH - 244

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: Statistics II

Course Description:

The tools learned in Statistics I are purposed for inference of data via the use of hypothesis tests and confidence intervals for both one and two populations, linear regression, and chi-square tests.

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:**✓ Mathematics**

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

No

Are there prerequisites to this course?

Yes**Pre-reqs:** MTH-243 with a C or better**Have you consulted with the appropriate chair if the pre-req is in another program?****No**

Are there corequisites to this course?

No

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

Yes**Recommendations:** WRD-098 or placement in WR-121**Requirements:**

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

Yes**Area:** Computation**GRADING METHOD:**

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

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

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. analyze raw and summarized data to make inferences, then use these inferences to inform and build knowledge with others; (MA1)
 2. identify appropriate techniques of inference for an array of complex situations; (MA1)
 3. confidently engage with scenarios involving data, their graphical representations, and implications; (MA2)
 4. construct viable arguments about inference and critique the reasoning of others. (MA2)
-

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:

- C** 1. Use appropriate mathematics to solve problems.
- C** 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:

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

:

Major Topic Outline:

1. Estimating Proportions using Confidence Intervals
 - a. Overview of Confidence Intervals
 - b. Finding a Confidence Interval for a Population Proportion
 - c. Confidence Interval for the Difference in Two Population Proportions
 - d. Using Confidence Intervals in Decision-Making
2. Estimating Means using Confidence Intervals
 - a. Finding a Confidence Interval for a Population Mean
 - b. Studentized vs Normalized Critical Values
 - c. Confidence Intervals for the Population Mean of Paired Differences
 - d. Confidence Interval for the Difference in Two Population Means
 - e. Understanding Any Confidence Interval
3. An Overview of Hypothesis Testing
 - a. History of Hypothesis Test
 - b. The Meaning of the p-Value
 - c. The Meaning of the Critical Value
 - d. Studentized vs Normalized Critical Values
 - e. Statistical Significance
 - f. Type I and II Errors
 - g. Special Concerns for Hypothesis Testing: Sample Size, Statistical Significance, and Practical Importance
 - h. The Relationship Between Significance Tests and Confidence Intervals
 - i. Choosing an Appropriate Inference Procedure
4. Hypothesis Tests for Population Proportions
 - a. Testing Hypotheses about a Population Proportion
 - b. Testing Hypotheses about the Difference in Two Population Proportions
 - c. Inference of Given Data in Context
5. Hypothesis Tests for Population Means
 - a. Testing Hypotheses about one Population Mean
 - b. Testing Hypotheses about the Population Mean of Paired Differences
 - c. Hypothesis Testing about the Difference in Two Population Means
 - d. Inference of Given Data in Context
6. Linear Regression
 - a. Scatterplots
 - b. Regression Lines
 - c. Correlation
 - d. Correlation vs Causation
 - e. Sample and Population Regression Models
 - f. Inference about the Slope of a Linear Regression in context
7. Chi-Square Methods for Inference
 - a. The Chi-Square Test
 - b. Testing for Homogeneity of Proportions and for Independence

- c. Fisher's Exact Test for Two-Way Tables
- d. Testing for Goodness-of-Fit

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

PSU: STAT244
 UO: MATH243
 OSU: ST202
 EOU: STAT LDT
 OIT: MASC000 (Elective)
 SOU: MTH243
 WOU: MTH2XX (LD Elective)

How does it transfer? (Check all that apply)

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

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

- ✓ **Other. Please explain.**

Course equivalency guides on institution sites

First term to be offered:

Next available term after approval

:

Clackamas Community College

Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Mathematics

Submitter

First Name: **Bruce**
Last Name: **Simmons**
Phone: **3332**
Email: **bruces**

Course Prefix and Number: MTH - 253

Credits: 5

Contact hours

Lecture (# of hours): 55
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 55

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

Course Title: Calculus III

Course Description:

Investigates indeterminate forms, improper integrals, convergence of sequences and series, power series, Taylor series and Taylor polynomials, error analysis of numerical estimates, complex numbers and the Euler formula, parametric equations, vectors, dot products, and the geometry of lines and planes in space.

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:

✓ **Mathematics**

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: MTH-252 with a C or better

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

No

Are there corequisites to this course?

No

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

Yes

Recommendations: WRD-098 or placement in WR-121

Requirements:

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

Yes

Area: Computation

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. determine whether an infinite series converges or diverges, and use an appropriate test to confirm that assessment; (MA1) (MA2)
 2. extend the notion of a function to embrace functions defined as power series, connecting the concept of convergence to the domain of a function; (MA1) (MA2)
 3. perform all the calculus-based operations of analysis on such a function, such as derivatives and integrals; (MA1) (MA2)
 4. use parametric equations and vectors to explore the geometry of three-dimensional space. (MA1) (MA2)
-

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:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

Outcomes Assessment Strategies:**✓ General Examination****✓ Other Assessment Tools:** Weekly problem sets**Major Topic Outline:**

1. Indeterminate forms
2. Improper integrals
3. Sequences
4. Series
5. Series convergence tests
6. Analysis of functions represented as power series
7. Taylor series and Taylor polynomial approximations
8. Complex numbers
9. Parametric equations in two and three dimensions
10. Vectors and dot products
11. Lines and planes in two and three dimensions

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)

MTH253 at all Oregon schools

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.

Transfer equivalency tools at institution websites

First term to be offered:

Next available term after approval

:

Clackamas Community College

Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Music

Submitter

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

Course Prefix and Number: MUS - 137

Credits: 1

Contact hours

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

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

Course Title: Group Guitar I

Course Description:

For beginning to intermediate players. Covers finger picking, lead guitar, rock and popular styles, music reading, and music theory. Students provide own instrument.

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?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

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

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate basic guitar playing skills, including basic chord grips;
2. demonstrate elementary music reading skills.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Guitar tuning and setup.
2. Basic chord forms.
3. Basic note-reading.
4. Repertoire development.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

How does it transfer? (Check all that apply)

:

First term to be offered:

Next available term after approval

:

Clackamas Community College

Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Music

Submitter

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

Course Prefix and Number: MUS - 138

Credits: 1

Contact hours

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

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

Course Title: Group Guitar II

Course Description:

For intermediate to advanced players. Covers finger picking, lead guitar, rock and popular styles, music reading, and music theory. Students provide their own instrument.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: MUS-137

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Winter**

✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate comprehension of a widening variety of guitar styles;
2. demonstrate elementary and intermediate guitar playing skills;
3. demonstrate command of a variety of chord grips common to intermediate level players;
4. demonstrate elementary music reading skills;
5. demonstrate comprehension of elementary music theory.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Intermediate chord forms.
2. Intermediate note-reading.
 - a. Elementary music theory.
 - b. Intermediate music theory.
3. Repertoire development.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

How does it transfer? (Check all that apply)

:

First term to be offered:

Next available term after approval

:

Clackamas Community College

Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: HLPE

Submitter

First Name: Kevin
Last Name: Arizo
Phone: 3270
Email: keвина

Course Prefix and Number: PE - 260

Credits: 2

Contact hours

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

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

Course Title: Care and Prevention of Athletic Injuries

Course Description:

This course introduces the concepts of sports medicine. The course will benefit those students interested in improving their own knowledge as a recreational athlete, or in career areas such as physical and health education, coaching, sports medicine, nursing, physical and occupational therapy. Taping techniques and rehabilitation methods of injury will be discussed and practiced.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

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?

✓ **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 how to tape common sports-related injuries,
2. analyze and design a basic training program for athletes,
3. cognize and evaluate basic sports related injuries.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Ankle taping
2. Taping for a hyperextended thumb and wrist
3. Designing a basic training program for athletes
4. Taping an athlete for a fallen medial longitudinal arch
5. Basic sports related injuries

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

:

Course Number	Title	Implementation
HD-138	Understanding and Managing Anxiety and Depression	2021/WI
ED-216	Foundations of Teaching & Education	2021/WI

Clackamas Community College
Online Course/Outline Submission System

Consent Agenda Requests

Section #1 General Course Information

Department: Counseling

Submitter

First Name: Stephanie

Last Name: Schaefer

Phone: x6135

Email: sschaefer@clackamas.edu

Course Prefix and Number: HD - 138

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: Understanding and Managing Anxiety and Depression

Course Description:

Identifies components of anxiety and depression, contexts in which anxiety and depression occur, and solutions for coping with anxiety and depression symptoms through the use of various anxiety and depression management techniques.

Type of Course: Lower Division Collegiate

Reason for the new course:

Increased awareness of anxiety and depression as well as knowledge of tools to manage them increases retention and completion for students.

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F 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. identify sources and symptoms of anxiety and depression,
2. list at least four methods to decrease anxiety symptoms,
3. list at least four methods to decrease depressive symptoms,
4. develop an individualized coping plan for anxiety that specifically identifies which anxiety management strategies to use for each of the anxiety symptoms,
5. create an individualized coping plan for managing symptoms of depression that specifically identifies what techniques/coping skills will be used for each symptom of depression.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Definitions of anxiety and depression
2. Symptoms of anxiety of depression
3. Long-term effects of anxiety and depression
4. Physiological components of anxiety and depression
5. Anxiety and Performance
6. Situations that induce anxiety
7. Safety behaviors and avoidance
8. Overview of treatments for anxiety and depression (esp. CBT)
9. Anxiety and depression management techniques (e.g., relaxation, mindfulness, distraction, coping statements, worry time, behavioral activation, coping card/plan, structured problem solving, cognitive restructuring, etc.)
10. Understanding when to ask for help
11. Creating an individualized coping plan for anxiety and depression

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

Section #1 General Course Information

Department: Education, Human Services & Criminal Justice

Submitter

First Name: Laurette

Last Name: Scott

Phone: 503-594-3840

Email: laurette@clackamas.edu

Course Prefix and Number: ED - 216

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: Foundations of Teaching & Education

Course Description:

Provides an overview of the educational system in the U.S. including historical, legal, and philosophical foundations of education. Explores the financing, governance and organization of education as well as current issues impacting our educational system. Provides an overview of diversity in educational settings and the characteristics and ethical obligations of effective schools and professional educators. Examines career options and pathways in the field of education.

Type of Course: Lower Division Collegiate

Reason for the new course:

This course is being developed as part of the Major Transfer Map/AAOT Elementary Education. The number, name, and SLOs for this course were developed with input from the community college Elem ED MTM group in order to increase alignment of the foundational ED course and improve the ease of transfer of these credits to universities. This course replaces both ED 100 & 200 at CCC.

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): AAOT Elementary Education

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

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

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. analyze current issues in education through historical, sociological, political and philosophical lenses and apply analysis to educational systems as levers of social justice;
2. develop and articulate an initial personal philosophy of education through examination of different schools of thought,
3. identify the roles, professional responsibilities and ethical expectations of teachers in today's schools, and link this to individual identity and career goals;
4. explain how difference is socially constructed in educational settings,
5. using historical and contemporary examples, describe how perceived difference, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination in education;
6. analyze ways in which the interactions of social categories such as race, ethnicity, social class, gender, religion, sexual orientation, disability and age are related to difference, power and discrimination in education in the United States.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Historical, philosophical, and sociological foundations of education
2. Diversity in schools and society
3. Financing and governing of U.S. schools
4. School law and ethics
5. Curriculum, standards, assessment, and accountability
6. The teaching profession

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

ED 216 @ OSU, OSU-Cascade

How does it transfer? (Check all that apply)

- required or support for major**
- general elective**
- :

First term to be offered:

Specify term: Fall 2021

Course Number	Title	Implementation
ED-100	Introduction to Education	2021/SU
ED-200	Foundations of Education	2021/SU

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Date approved: February 7, 2020 Certified General Education Area(s): None

Section #1 General Course Information

Department: Education, Human Services & Criminal Justice

Submitter

First Name: Laurette

Last Name: Scott

Phone: 3840

Email: laurette

Course Prefix and Number: ED - 100

Credits: 4

Contact hours

Lecture (# of hours): 44

Lec/lab (# of hours):

Lab (# of hours):

Total course hours: 44

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

Course Title: Introduction to Education

Course Description:

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

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

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

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

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

This course does not include assessable General Education outcomes.

Major Topic Outline:

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

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

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

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a

new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

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

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

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

- EOU (Eastern Oregon University)** **SOU (Southern Oregon University)**
 WOU (Western Oregon University)

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

How does it transfer? (Check all that apply)

- required or support for major**

:

First term to be offered:

Specify term: Fall 2020

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Date approved: June 5, 2015 Certified General Education Area(s): None

Section #1 General Course Information

Department: Education, Human Services & Criminal Justice

Submitter

First Name: Laurette

Last Name: Scott

Phone: 3840

Email: laurette

Course Prefix and Number: ED - 200

Credits: 3

Contact hours

Lecture (# of hours): 33

Lec/lab (# of hours):

Lab (# of hours):

Total course hours: 33

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

Course Title: Foundations of Education

Course Description:

Provides an overview of the American educational system, including historical, legal and philosophical foundations of education. Explores the financing, governance and organization of education in the U.S. Examines the roles and ethical obligations of professional educators.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

Yes

Check which General Education requirement:

✓ **Writing**

✓ **Arts and Letters**

✓ **Social Science**

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

Yes

Name of degree(s) and/or certificate(s): Paraeducator certificate

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **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. outline the expectations and professional responsibilities of a professional educator in the U. S.,
 2. describe the history and evolution of the American educational system,
 3. demonstrate knowledge of varied philosophies of education and their impact on educational practices,
 4. discuss the impact of student, family, and societal diversity on schools and educators;
 5. describe the organizational structure of schools in terms of local districts, states, and the federal government;
 6. summarize the key sources of funding for public education and issues related to equity and equality in the financing of public education,
 7. outline the rights and responsibilities of both teachers and students in educational settings,
 8. discuss the role of standards and assessment in the American educational system.
-

COURSE OUTLINE MAPPING CHART**Mark outcomes addressed by the course:**

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

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

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

SP: Speech/Oral Communication Outcomes

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

Outcomes Assessment Strategies:

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

:

Major Topic Outline:

1. Historical, Philosophical, and Sociological Foundations of Education.
2. Governance and Legal Foundations of Education.
3. Organizing and Paying for Education.
4. Standards, Assessment, and Accountability.
5. Diversity in Schools and Society.
6. Ethics and Professional Educators.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

- ✓ **PSU (Portland State University)**

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

How does it transfer? (Check all that apply)

✓ **general elective**

:

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

✓ **Other. Please explain.**

Articulation agreement

First term to be offered:

Next available term after approval

:

Program	Implementation
Career & Technical Education (CTE) Licensure Prep	2021/SU
Early Childhood Education & Family Studies AAS	2021/SU
Early Childhood Education & Family Studies CC	2021/SU



COMMUNITY COLLEGE PROGRAM AMENDMENT FORM

(For changes to State Approved Associate of Applied Science degree, AAS option and Certificate of Completion programs)

This form should be completed electronically and the boxes will expand to accommodate text.

Current instructions, forms, handouts and other useful resources are located at

<http://www.ode.state.or.us/search/results/?id=231>

College:	Clackamas Community College	Date	
-----------------	-----------------------------	-------------	--

CAREER LEARNING AREA

<input type="checkbox"/> Ag, Food & Natural Resource Systems	<input type="checkbox"/> Health Services
<input type="checkbox"/> Arts, Information & Communications	<input checked="" type="checkbox"/> Human Resources
<input type="checkbox"/> Business & Management	<input type="checkbox"/> Industrial & Engineering Systems

PROGRAM INFORMATION

<i>APPROVED</i> Program Title <small>(For Official Program Title, refer to your directory at http://www.ode.state.or.us/search/results/?id=232)</small>	<i>APPROVED</i> CIP Code <small>(Include 7th & 8th digits used for OCCURS reporting.)</small>			<i>APPROVED</i> Recognition Award	Current Credits
	<i>6-digit CIP</i>	<i>7th digit</i>	<i>8th digit</i>		
AAS Title:				<input type="checkbox"/> Associate of Applied Science (AAS) Degree	
Option Title**				<input type="checkbox"/> OPTION to AAS Degree	
Certificate Title: <i>Within</i> AAS Degree? <input checked="" type="checkbox"/> Yes** <input type="checkbox"/> No Career & Technical Education (CTE) Licensure Prep CC.CTEPREP	13.0101	L	*	<input checked="" type="checkbox"/> CC (12-30 credits)	27-28

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

LAST AMENDMENT APPROVED ON 2/7/20

TYPE OF PROGRAM AMENDMENT

(Check ALL That Apply)


<input type="checkbox"/> New Program++	<input checked="" type="checkbox"/> Curriculum Revision	<input type="checkbox"/> Revision in Program Credits
<input type="checkbox"/> Title Change for Program		<i>Proposed Total Credits:</i> 28
<i>Proposed AAS Title:</i>		
<i>Proposed OPTION Title:</i>		
<i>Proposed Certificate Title:</i>		
<input type="checkbox"/> SUSPENSION of Program	<i>Reason for Suspension:</i>	
Suspension Effective Date:		

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

CURRICULUM AMENDMENT

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

<i>CURRENT CURRICULUM 20-21</i>				<i>PROPOSED CURRICULUM 21-22</i>			
[List entire curriculum as last approved]				[List only course(s) to be amended]			
Course	Title	Hours	Credits	Course	Title	Hours	Credits
Fall Term							
ED-130	Comprehensive Classroom Management	33	3				
ED-220	Introduction to CTE in Oregon	33	3				
Winter Term							
ED-100 Or ED-200	Introduction to Education Or Foundations of Education	33-44	3-4	REMOVE			
ED-229	Learning & Development	33	3				
**ED-169 Or ED-254	Overview of Students with Special Needs Or Instructional Strategies for Dual Language Learners	33	3				
				ED-216	Foundations of Teaching & Education	44	4
Spring Term							
ED-131	Instructional Strategies	33	3				
ED-258	Multicultural Education	33	3				
ED-280	Practicum/CWE	216	6				
Notes							
Proof of College (100) level English/Language Arts and Math credits is required for licensure							
Completion of ED-113 (fall term) or ED-114 (spring term) is required for the Restricted CTE License							
**Completion of both ED-169 and ED-254 is highly recommended for licensure							
TOTAL CURRENT CREDITS:			27-28	TOTAL PROPOSED CREDITS:			28

College Contact	Laurette Scott	Telephone No.	3840
E-Mail Address		Fax No.	
Chief Academic Officer or PTE Dean Signature			Date 11/19/20



COMMUNITY COLLEGE PROGRAM AMENDMENT FORM

(For changes to State Approved Associate of Applied Science degree, AAS option and Certificate of Completion programs)

This form should be completed electronically and the boxes will expand to accommodate text.

Current instructions, forms, handouts and other useful resources are located at

<http://www.ode.state.or.us/search/results/?id=231>

College:	Clackamas Community College	Date	
-----------------	-----------------------------	-------------	--

CAREER LEARNING AREA

<input type="checkbox"/> Ag, Food & Natural Resource Systems	<input type="checkbox"/> Health Services
<input type="checkbox"/> Arts, Information & Communications	<input type="checkbox"/> Human Resources
<input type="checkbox"/> Business & Management	<input type="checkbox"/> Industrial & Engineering Systems

PROGRAM INFORMATION

<u>APPROVED</u> Program Title	<u>APPROVED</u> CIP Code (Include 7 th & 8 th digits used for OCCURS reporting.)			<u>APPROVED</u> Recognition Award	Current Credits
(For Official Program Title, refer to your directory at http://www.ode.state.or.us/search/results/?id=232)	6-digit CIP	7 th digit	8 th digit		
	AAS Title: Early Childhood Education & Family Studies AAS.EARLYCHILDFAM	19.0708			<input checked="" type="checkbox"/> AAS (90-108 credits)
Option Title**				<input type="checkbox"/> <i>OPTION</i> to AAS Degree	
Related Certificates: Early Childhood Education & Family Studies Certificate				<input type="checkbox"/> Certificate of Completion	

LAST AMENDMENT APPROVED ON 02.07.20

TYPE OF PROGRAM AMENDMENT

(Check ALL That Apply)

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

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


CURRICULUM AMENDMENT

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

<i>CURRENT CURRICULUM 20-21</i>				<i>PROPOSED CURRICULUM 21-22</i>			
<small>[List entire curriculum as last approved]</small>				<small>[List only course(s) to be amended]</small>			
Course	Title	Hours	Credits	Course	Course Title	Hours	Credits
Early Childhood Education & Family Studies Associate of Applied Science Degree: 1st Year							
Summer Term1							
MTH-050 Or MTH-065 Or MTH-098	Technical Mathematics I or Algebra II or College Math Foundations	44	4				
WR-101 Or WR-121	Communication Skills: Occupational Writing or English Composition	33-44	3-4				
Fall Term2							
ECE-150	Introduction to Early Childhood Education & Family Studies	33	3				
ECE-235	Nutrition, Music & Movement in Early Childhood Education	33	3				
ED-100	Introduction to Education	44	4	REMOVE			
HDF-225	Prenatal, Infant & Toddler Development	33	3				
--	PE/Health/Safety/First Aid requirement (see page 82)		2-3				
				ED-216	Foundations of Teaching & Education	44	4
Winter Term3							
ECE-121	Observation and Guidance I in ECE Settings	44	4				
ECE-154	Language & Literacy Development	33	3				
ECE-240	Environments and Curriculum Planning	33	3				
HDF-247	Preschool Child Development	33	3				
Spring Term4							
ECE-179	The Professional in Early Childhood Education and Family Studies	22	2				
ECE-221	Observation & Guidance II in ECE Settings	44	4				
ECE-280	Early Childhood Education/CWE	108	3				
ED-258	Multicultural Education	33	3				
HDF-140 Or	Contemporary American Families	33-44	3-4				

SOC-210	or Marriage, Family, & Intimate Relations						
Early Education & Family Studies Associate of Applied Science Degree: 2 nd Year							
Fall Term5							
ECE-239	Helping Children and Families Cope With Stress	33	3				
ECE-241	Environments and Curriculum Planning: Infants and Toddlers	33	3				
HDF-260	Understanding Child Abuse and Neglect	44	4				
--	Early Childhood Education program electives		2				
Winter Term6							
ECE-289	The Project Approach in Early Childhood Education	11	1				
ECE-291	Practicum II	120	4				
ED-169	Overview of Students with Special Needs	33	3				
ED-254	Instructional Strategies for Dual Language Learners	33	3				
--	Early Childhood Education program electives		3				
Spring Term7							
ECE-177	Maximizing the Outdoors in ECE Curriculum	33	3				
ECE-292	Practicum III	120	4				
ED-114	Instructional Strategies in Math & Science	33	3				
ED-246	School, Family & Community Relations	44	4				
Early Childhood Education & Family Studies Program Electives							
BA-101	Introduction to Business	44	4				
COMM-100	Basic Speech Communication	33	3				
COMM-140	Introduction to Intercultural Communication	44	4				
ECE-139	Program Management in ECE	11	1				
ECE-142	Media, Technology and the Influences on Child Development	11	1				
ECE-143	Kindergarten Readiness	11	1				
ECE-144	Working with the Gifted Young Child	11	1				
ED-150	Creative Activities for Children	33	3				
ED-229	Learning & Development	33	3				
ED-235	Educational Technology	33	3				
FYE-101	First Year Experience Level I	22	2				

HS-154	Community Resources	33	3				
HST-138	History of Love, Marriage and the Family in Western Civilization	44	4				
PSY-101	Human Relations	33	3				
PSY-205	Psychology as a Social Science	44	4				
PSY-215	Introduction to Developmental Psychology	44	4				
SOC-204	Introduction to Sociology	44	4				
SPN-101	First-Year Spanish I	44	4				
SPN-102	First-Year Spanish II	44	4				
WR-122	English Composition	44	4				
WS-101	Introduction to Women's Studies	44	4				
TOTAL CURRENT CREDITS:			90-93	TOTAL PROPOSED CREDITS:			

College Contact	Dawn Hendricks	Telephone No.	6158
E-Mail Address		Fax No.	
Chief Academic Officer or PTE Dean Signature		Date	11/19/20



COMMUNITY COLLEGE PROGRAM AMENDMENT FORM

(For changes to State Approved Associate of Applied Science degree, AAS option and Certificate of Completion programs)

This form should be completed electronically and the boxes will expand to accommodate text.

Current instructions, forms, handouts and other useful resources are located at

<http://www.ode.state.or.us/search/results/?id=231>

College:	Clackamas Community College	Date	
-----------------	-----------------------------	-------------	--

CAREER LEARNING AREA

<input type="checkbox"/> Ag, Food & Natural Resource Systems	<input type="checkbox"/> Health Services
<input type="checkbox"/> Arts, Information & Communications	<input type="checkbox"/> Human Resources
<input type="checkbox"/> Business & Management	<input type="checkbox"/> Industrial & Engineering Systems

PROGRAM INFORMATION

<u>APPROVED</u> Program Title	<u>APPROVED</u> CIP Code (Include 7 th & 8 th digits used for OCCURS reporting.)			<u>APPROVED</u> Recognition Award	Current Credits
(For Official Program Title, refer to your directory at http://www.ode.state.or.us/search/results/?id=232)	6-digit CIP	7 th digit	8 th digit		
AAS Title: Early Childhood Education & Family Studies AAS				<input type="checkbox"/> Associate of Applied Science (AAS) Degree	
Option Title**				<input type="checkbox"/> <i>OPTION</i> to AAS Degree	
Certificate Title: <i>Within</i> AAS Degree? <input checked="" type="checkbox"/> Yes** <input type="checkbox"/> No Early Childhood Education & Family Studies CC.ECEFS	19.0701			<input checked="" type="checkbox"/> CC1R Related Certificate (45-60 credits)	50-53

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

LAST AMENDMENT APPROVED ON 2/7/20

TYPE OF PROGRAM AMENDMENT

(Check ALL That Apply)

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

CURRICULUM AMENDMENT

CURRENT CURRICULUM 20-21


[List entire curriculum as last approved]

PROPOSED CURRICULUM 21-22

[List only course(s) to be amended]

Course Number	Course Title	Clock Hours	Credits	Course Number	Course Title	Clock Hours	Credits
Summer Term							
MTH-050 Or MTH-065 Or MTH-098	Technical Mathematics I or Algebra II or College Math Foundations	44	4				
WR-101 Or WR-121	Communication Skills: Occupational Writing or English Composition	33-44	3-4				
Fall Term							
ECE-150	Introduction to Early Childhood Education & Family Studies	33	3				
ECE-235	Nutrition, Music & Movement in Early Childhood Education	33	3				
ED-100	Introduction to Education	44	4	REMOVE			
HDF-225	Prenatal, Infant & Toddler Development	33	3				
--	PE/Health/Safety/First Aid requirement (see page 82)		2-3				
				ED-216	Foundations of Teaching & Education	44	4
Winter Term							
ECE-121	Observation and Guidance I in ECE Settings	44	4				
ECE-154	Language & Literacy Development	33	3				
ECE-240	Environments and Curriculum Planning	33	3				
HDF-247	Preschool Child Development	33	3				
Spring Term							
ECE-179	The Professional in Early Childhood Education and Family Studies	22	2				
ECE-221	Observation & Guidance II in ECE Settings	44	4				
ECE-280	Early Childhood Education/CWE	108	3				
ED-258	Multicultural Education	33	3				
HDF-140 Or SOC-210	Contemporary American Families or	33-44	3-4				

	Marriage, Family, & Intimate Relations						
TOTAL CURRENT CREDITS:			50-53	TOTAL PROPOSED CREDITS:			

College Contact	Dawn Hendricks	Telephone No.	6158
E-Mail Address	dawn.hendricks@clackamas.edu	Fax No.	
Chief Academic Officer or PTE Dean Signature		Date	11/19/20

December 4, 2020

Program	Implementation
AAOT Elementary Education	2021/SU

Student Guide 2021-2022

Associate of Arts Oregon Transfer Degree (AAOT) - Elementary Education

Requirements

Courses

*Choose from the following courses to meet degree requirements.
All courses must be passed with a C or better.*

Writing 8 credits, information literacy will be included in the Writing Requirement.	WR-121 & 122 <i>A student must have eight credits of Writing to satisfy the AAOT requirements or they will need to take a third writing course</i>
Oral Communication - 1 course	COMM-111
Mathematics - 1 course	MTH-211
Health 1 or more courses totaling at least 3 credits.	HPE-295
GENERAL EDUCATION DISTRIBUTION AREA Arts & Letters <ul style="list-style-type: none"> • 3 courses from 2 or more disciplines. • Each course must be at least 3 credits. 	ENG-104, 105 or 106 and ART-115 or 131 and 1 course from the following: (200-level world languages recommended) ART-101, 115, 117, 131, 204*, 205*, 206*, 232, 233, 250, 251, 252, 253, 254, 255, 257, 281, 282, 283, 284, 285, 286, 291, 292, 293; ASL-201*, 202*, 203*; BA-130; COMM-112, 126*, 140*, 212, 218*, 219*, 227; ENG-104, 105, 106, 107*, 108*, 109*, 116, 121, 130, 194, 195, 201, 202, 204, 205, 213*, 218, 226, 240*, 241*, 250*, 251*, 252*, 253, 254, 255, 260, 261*, 266, 270, 271*, 272*, 273*, 295*, 296; FR-201*, 202*, 203*; GER-201*, 202*, 203*; HUM-235*, 237*, 240*, 241*, 242*; J-211, 216; MUS-105, 111, 112, 113, 205, 206*, 211, 212, 213; PHL-101*, 102*, 103*, 205*, 210*, 213*, 216*; R-101*, 102*, 103*, 204*, 210*, 211*, 212*; SPN-201*, 202*, 203*; SSC-237*; TA-101, 102, 103, 111, 122, 123, 141, 142, 143, 153; WR-241*, 242, 243, 244*, 245, 247, 248, 262, 263, 265, 270; WS-101*;
GENERAL EDUCATION DISTRIBUTION AREA Social Science <ul style="list-style-type: none"> • 4 courses from 2 or more disciplines. • Each course must be at least 3 credits. 	HST-201*, 202*, or 203* and GEO-110* or ANT-103* and PS-201 and PSY-200, 205*, or 215

<p>GENERAL EDUCATION DISTRIBUTION AREA</p> <p>Science/Math/Computer Science</p> <ul style="list-style-type: none"> • 5 courses • Each course must be at least 4 credits 	<p>MTH-212 & 213 and BI-101, 102 or 103 and G-101, 102, or 103 and GS-104, 105, 106 or any of the following AAOT science lab courses:</p> <p>ASC-175, 176, 177; BI-101, 102, 103, 112, 160L, 165CL, 165D, 175, 176, 177, 204, 211, 212, 213, 231, 232, 233, 234; CH-104, 105, 106, 112, 114, 221, 222, 223; ESR-171, 172, 173; G-101, 102, 103, 145, 148, 201, 202, 203; GS-104, 105, 106, 107; PH-121, 122, 123, 201, 202, 203, 211, 212, 213; Z-201, 202, 203;</p>
<p>Cultural Literacy - 1 course</p>	<p>Courses meeting this requirement are noted with an asterisk* (from distribution lists)</p>
<p>Elementary Education Specific Requirements 5 courses Each public university will accept at least 3 out of the 5 courses as meeting major requirements. One of those 3 must be ED-216.</p>	<p>ED-169, 216, 229, 258 and 280</p>
<p>Elective Courses Any college-level course that would bring total credits to 90 credits.</p>	<p>Recommended Courses: ED-150 or ECE prefixed courses</p> <p>Other courses numbered 100 or above may be used in this area, which may include up to 12 credits of career technical courses. Please refer to Elective Course List for AAOT, ASOT-Business, and ASOT-Computer Science, pages 160-161, for a listing of courses that may be included.</p>

See course descriptions, pages 162-260, for course requisites.

Note: No course may be used to satisfy more than one requirement or distribution area.

December 4, 2020

Program	Implementation
Alcohol & Drug Counselor	2021/SU
Wildland Fire Science CC	2021/SU
Wilderness Survival & Leadership CPCC	2021/SU
Wildland Fire Forestry CPCC	2021/SU
Wildland FireFighter 1 CPCC	2021/SU

Alcohol & Drug Counselor CPCC

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

Current

1. demonstrate appropriate interviewing skills in an assessment or treatment setting;
2. articulate the ethics required for effective work in the substance **abuse** field;
3. recognize the signs of common substance **abuse** disorders;
4. discuss the impact of drug use and **abuse** on society and the public health.

Proposed

1. demonstrate appropriate interviewing skills in an assessment or treatment setting;
2. articulate the ethics required for effective work in the substance **use** field;
3. recognize the signs of common substance **use** disorders;
4. discuss the impact of drug use and **misuse** on society and the public health.

Wildland Fire Science CC

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

Current

1. demonstrate the basic knowledge of wildland fire behavior;
2. recognize situations where safety may be at risk and take appropriate actions to insure personal safety;
3. apply the fundamental skills necessary to work as a wildland firefighter at the Firefighter 2 level, working as a member of a hand crew or engine crew;
4. demonstrate an understanding of basic forest management.

Proposed

1. evaluate hazards in the wilderness, forest, and fire environments and take appropriate actions to ensure personal safety;
2. design a plan appropriate to the fire or incident situation;
3. demonstrate safe operation of firefighting tools and equipment;
4. execute the plan based on the appropriate strategy, tactics, and incident objectives;
5. successfully lead, supervise, and direct personnel at the appropriate level of organization.

Wilderness Survival & Leadership CPCC

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

Current

1. demonstrate appropriate search and rescue methods including evacuation techniques;
2. demonstrate first aid and CPR skills used in the field;
3. discuss the basics of land navigation and Northwest weather prediction;
4. articulate the knowledge areas required for an understanding of wilderness preparedness.

Proposed

1. evaluate hazards in the wilderness environments and take appropriate actions to ensure personal safety;
2. demonstrate first aid and CPR skills used in the field;
3. demonstrate the basics of land navigation;
4. effectively communicate with pertinent individuals to accomplish the mission and/or incident objectives;
5. lead, supervise, and direct personnel successfully at the appropriate level of organization.

Wildland Fire Forestry CPCC

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

Current

1. summarize use of Silviculture and regeneration practices;
2. demonstrate how to identify trees and shrubs commonly found in Oregon;
3. discuss the basics of forest road development;
4. demonstrate the basics of forest measurement tools;
5. explain the basics of marketing timber;
6. identify logging systems;
7. cite Oregon forest harvest laws.

Proposed

1. summarize use of silviculture and regeneration practices;
2. identify trees and shrubs commonly found in Oregon;
3. explain the basics of forest road development;
4. demonstrate use of forest measurement tools;
5. explain the principles of marketing timber;
6. identify logging systems.

Wildland Firefighter 1 CPCC

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

Current

1. demonstrate the ability to function as a Wildland Firefighter at the Firefighter 2 level;
2. recognize situations and take corrective actions when personal safety may be at risk;
3. apply the basic skills to operate portable pumps, read and understand fire maps, compass and GPS.

Proposed

1. evaluate hazards in the wilderness environments and take appropriate actions to ensure personal safety;
2. demonstrate safe operation of firefighting tools and equipment;
3. effectively communicate with pertinent individuals to accomplish the mission and/or incident objectives;
4. successfully lead, supervise, and direct incident personnel at the appropriate level of organization.



Curriculum Committee Charter

Mission

In supporting the mission of the College, the Curriculum Committee oversees the quality and content of course outlines and transfer and non-transfer degree and certificate requirements in accordance with the policies and guidelines of the Northwest Commission of Colleges and Universities (NWCCU) and other relevant agencies. The committee provides guidance, advocacy, and oversight for curricular issues that are cross-departmental or institutional in scope and impact.

Commented [SP1]: This doesn't really read like a mission statement. Typically a mission statement is a shorter statement that just outlines our values and long-term goals.

Purpose

The committee reviews--and makes recommendations regarding--new courses, revisions to existing courses, transferability, general education and related instruction issues, and new and revised programs.

Commented [SP2]: Some ideas for re-writing this as a mission statement (and then moving some of the existing language to the "purpose" or "scope" sections):
-Facilitating faculty collaboration and ownership of curriculum.
-Support the faculty in the development and implementation of high-quality curriculum that is accessible to all students, adaptable to changing needs, accountable to the community.
-Providing oversight.
-The venue for faculty to establish curricula and improve instructional programs

Scope

The committee is tasked with the following responsibilities:

1. Provide oversight of all new or changed course outlines and program proposals to ensure that academic standards are maintained.
 - a. Review and evaluate course outlines to assure that they are well developed, clear and complete, meet state guidelines, conform to CCC standards, satisfy transferability requirements (if any), and that supporting documents adequately supplement the proposal;
 - b. Assure that general education outcomes on course mapping documents are clearly and appropriately addressed in the student learning outcomes, and that state approved criteria are reflected in the course outlines to which the mapping documents are attached;
 - c. For courses identified as meeting Related Instruction through embedded content, ensure that course outlines clearly address the student learning outcomes relevant to the Related Instruction area;
 - d. Make recommendations to assist individuals and departments to strengthen their course outlines and program proposals.
2. Evaluate the impact of curriculum proposals on the College to assure that the curriculum offered is complementary and integrated.
 - a. Assure that overlap with existing courses, impacts on other divisions, departments, courses, programs, college services, and pre/co-requisites have been addressed.
3. Approve or disapprove new or changed course outlines and programs, recommend quality and conformance to best curricular practice throughout the College.
4. Establish, review and revise procedures and guidelines as needed to assure quality and conformance to best curricular practice throughout the College.

Commented [SP3]: Split this into sub-items, to call out:
a. outlines
b. changes to programs
c. new programs or elimination of existing programs
d. recommend quality and conformance to best curricular practice throughout the college

Commented [MF4R3]: I think that "course outlines" and "programs" covers all of what you mentioned. Could change to "course and program changes". It's broad enough to include additional things we might need to approve in the future without having to update the Charter. Whatever we decide, it should be consistent throughout the Charter.

Membership

1. Ex Officio positions
 - a. Director, Curriculum Office (non-voting)
 - b. Curriculum and Scheduling Specialist (non-voting)
 - c. Vice President, INSS
 - d. Dean, IEP
 - e. Center for Teaching and Learning Representative
 - f. ASG Student Representative
 - g. Dean, AFAC
 - h. Financial Aid Representative
 - i. Graduation Services Representative
 - j. Director, Student Academic Support Services
 - k. Dean, Arts and Sciences
 - l. Associate Dean, Arts and Sciences
 - m. Dean, TAPS
 - n. Associate Dean, TAPS
2. Regular faculty positions
 - a. Faculty (full-time or part-time) from each division are appointed by their dean. We value diverse representation from each division.
 - b. Regular members serve three-year terms.
 - c. Divisions may choose to retain a current representative longer than one three-year cycle.
3. Chair
 - a. The committee is chaired by a full-time faculty member.
 - b. In the current chair's final term (usually Spring), a call will be put out for faculty members of the committee to nominate a new chairperson.
 - c. After nominations, all members vote on the new chair.
 - d. Chair serves a two-year term.

Subcommittees

1. AFAC Review Team
2. Arts and Sciences Review Team
3. TAPS Review Team
4. Related Instruction Sub-Committee
5. General Education Sub-Committee

Voting Guidelines

1. All members of the committee other than the curriculum office representatives are eligible to vote on every item, including items that they introduce and present.
2. Visitors abstain from voting unless requested by the chair of the committee or a quorum of members.
3. Any voting member can motion for an agenda item to be considered for vote. This vote may be pushed out up to 3 future meetings. At that time, it may be decided, or tabled further by a quorum vote.
4. A quorum of at least 1/3 of the voting members, with more than half of those being faculty members, must be present in order for a vote to take place.

Commented [SP5]: From David Plotkin: one aspect of shared governance is very clear: faculty should have primary oversight of curriculum. This is also reflected in an NWCCU standard.

He suggested either making non-faculty members non-voting members, or to have some requirement that the majority of voting members are faculty.

We have added, in part 4, "with more than half of those being faculty members..." – is this enough?

Additional Documents

The *Course Revision Guidebook* and other checklists, flowcharts, and process documents can be found on the committee page <http://webappsrv.clackamas.edu/committees/CC/>.

Relationship to Other Committees

The Curriculum Committee works with the Curriculum Office, Instructional Standards & Procedures (ISP) Committee, the Assessment Committee and other college entities as necessary.

Possible other sections:

Definitions

Committee Member Expectations/Commitment

Meeting Schedule

Commented [SP6]: I'd like to expand this section, but I'm not sure of the details of how we work with these other committees.

Commented [SP7]: What definitions would be useful? A few thoughts:
-General Education
-Related Instruction
-AAOT
-Student Learning Outcomes
-Program Learning Outcomes
-Other?

Commented [MF8R7]: Here's a link to the CCWD glossary for ideas:
<http://handbook.ccwwebforms.net/handbook/glossary>

Commented [SP9]: Some thoughts for this section:
-Review Curriculum Committee Process documents, including the Course Outline Review Guidebook
-Review meeting agenda to prepare for meeting
-Attend meetings
-Participate on Review Team
-Participate as needed on other subcommittees
-Something about the role of being a curriculum committee representative within your individual department?

Commented [SP10]: Would this section just be "The Curriculum Committee meets the first and third Friday of each month of Fall, Winter, and Spring terms, from 8-9:30am" Or is there more to say?

Commented [MF11R10]: Yup, that's it.

DRAFT

Name of Process:	Course Creation, Edits, Inactivation, and Reactivation		
Process Owner:	Curriculum Office		
Created By:	Curriculum Office	Last Updated By:	Curriculum Office
Date Created:	08/08/16	Last Approved:	06/01/2018
Process Purpose:	Formally outline the steps needed to create a new course, edit an existing course, inactivate a course, or reactivate a course.		
Process Input:	The department identifies a need for a new course, course edit, course inactivation, or course reactivation.		
Process Boundaries:	The starting boundary is the department's decision that a new course, course edit, course inactivation, or course reactivation is needed. The ending boundary is the creation, edit, inactivation, or reactivation of a course.		
Process Flow:	<p>Course Creation</p> <ol style="list-style-type: none"> i. The department identifies a need for a new course. ii. The department assesses the need and impact of a new course with Division Dean. iii. The department submits the course content in the Curriculum Management System. iv. The Curriculum Office reviews the course and requests and receives approval from the Division Dean. v. The Curriculum Office forwards the course to a Curriculum Committee Outline Review Team. vi. A Curriculum Committee Outline Review Team reviews and recommends the course for approval. vii. The Curriculum Office puts the course on the next Curriculum Committee Agenda for approval. See Time Constraints for Agenda Item Deadlines. viii. The Curriculum Office requests and receives confirmation that the owner of the course, or other representative, will present the course at the scheduled Curriculum Committee meeting. ix. The owner of the course presents at the Curriculum Committee meeting to introduce the course and answer questions posed by the Committee. x. Curriculum Committee reviews and approves the new course during the meeting. xi. The Curriculum Office enters the approved course in the Student Information System and in Community College and Workforce Development (CCWD) Webforms. xii. The Curriculum Office sends a course marked as Related Instruction or General Education to the Related Instruction or General Education Sub-Committee, respectively. xiii. The appropriate Sub-Committee evaluates the course according to the Related Instruction or General Education criteria. xiv. The appropriate Sub-Committee recommends the course for approval for Related Instruction or General Education. xv. The Curriculum Office puts the course on the next Curriculum Committee Agenda for Related Instruction or General Education approval. See Time Constraints for Agenda Item Deadlines. xvi. Curriculum Committee reviews and approves the course for Related Instruction or General Education during the meeting. xvii. The Curriculum Office updates the course information in the Student Information System. <p>Course Edits</p> <ol style="list-style-type: none"> i. The department identifies a need for a course edit. ii. The department assesses the need and impact of the course edit. iii. The department updates the course content in the Curriculum Management System. iv. If the course edit includes a change to credits, instructional method or contact hours: 		

- a. The Curriculum Office reviews the course and requests and receives a reason for the change from the course submitter.
- b. The Curriculum Office notifies a designated group of Part-Time Faculty and the Vice President of Instruction & Student Services of the change and the reason for the change.
- c. The Curriculum Office requests and receives acknowledgement that Part-Time Faculty received notification of the changes.
- d. The Curriculum Office forwards the course to a Curriculum Committee Outline Review Team.
- e. A Curriculum Committee Outline Review Team reviews and recommends the course for approval.
- f. The Curriculum Office puts the course on the next Curriculum Committee Agenda for approval. See Time Constraints for Agenda Item Deadlines.
- g. The Curriculum Office requests and receives confirmation that the owner of the course, or other representative, will present the course at the scheduled Curriculum Committee meeting.
- h. The owner of the course presents at the Curriculum Committee meeting to speak about the course change and answer questions posed by the Committee.
- v. If the course edit does not include a change to credits, instructional method or contact hours (such as course description, Student Learning Outcomes, and requisites).
 - a. The Curriculum Office reviews the course and forwards it to a Curriculum Committee Outline Review Team.
 - b. A Curriculum Committee Outline Review Team reviews and recommends the course for approval.
 - c. The Curriculum Office puts the course on the next Curriculum Committee Consent Agenda for approval. See Time Constraints for Agenda Item Deadlines.
- vi. Curriculum Committee reviews and approves the course during the meeting.
- vii. The Curriculum Office enters the approved course information in the Student Information System and in CCWD Webforms.
- viii. The Curriculum Office sends a course marked as Related Instruction or General Education to the Related Instruction Sub-Committee or General Education Sub-Committee, respectively.
- ix. The appropriate Sub-Committee evaluates the course according to the Related Instruction or General Education criteria.
- x. The appropriate Sub-Committee recommends the course for approval for Related Instruction or General Education.
- xi. The Curriculum Office puts the course on the next Curriculum Committee Agenda for Related Instruction or General Education approval. See Time Constraints for Agenda Item Deadlines.
- xii. Curriculum Committee reviews and approves the course for Related Instruction or General Education during the meeting.
- xiii. The Curriculum Office updates the course information in the Student Information System.

Course Inactivation

A course inactivation is initiated in one of two ways:

- i. The Curriculum Office inactivates a course that has not been offered at least once during the last three years.
 - a. The Curriculum Office presents a list of courses that have not been offered in the last three years to Curriculum Committee one year prior to inactivation.
 - b. The Curriculum Office inactivates the courses the following academic year.
 - c. The Curriculum Office updates the course in the Student Information System and in CCWD Webforms.
- ii. The department identifies a need for a course inactivation
 - a. The department assesses the need and impact of the course inactivation with the Division Dean.

- b. The department submits written notification of the course inactivation to the Curriculum Office. The notification includes course number, course title, and reason for inactivation.
- c. The Curriculum Office requests and receives Division Dean approval for the course inactivation.
- d. The Curriculum Office puts the course inactivation on the next Curriculum Committee Agenda for approval. See Time Constraints for Agenda Item Deadlines.
- e. The Curriculum Office requests and receives confirmation that the owner of the course, or other representative, will present the course at the scheduled Curriculum Committee meeting.
- f. The owner of the course presents at the next Curriculum Committee meeting to answer questions posed by the Committee
- g. Curriculum Committee reviews and approves the course inactivation during the meeting.
- h. The Curriculum Office updates the course in the Student Information System and in CCWD Webforms.

Course Reactivation

- i. The department identifies a need for a course reactivation.
- ii. The department assesses the need and impact of the course reactivation with the Division Dean.
- iii. The department submits written notification of the course reactivation to the Curriculum Office. The notification includes course number, course title, and reason for reactivation.
- iv. The department updates the course content in the Curriculum Management System
- v. The Curriculum Office reviews the course.
- vi. The Curriculum Office forwards the course to a Curriculum Committee Outline Review Team.
- vii. A Curriculum Committee Outline Review Team reviews and recommends the course for approval.
- viii. The Curriculum Office puts the course on the next Curriculum Committee Agenda for approval. See Time Constraints for Agenda Item deadlines.
- ix. The Curriculum Office puts the course on the next Curriculum Committee Agenda for approval. See Time Constraints for Agenda Item deadlines.
- xviii. The Curriculum Office requests and receives confirmation that the owner of the course, or other representative, will present the course at the scheduled Curriculum Committee meeting.
- x. The owner of the course presents at the next Curriculum Committee meeting to answer questions posed by the Committee.
- xi. Curriculum Committee reviews and approves the course during the meeting.
- xii. The Curriculum Office enters the approved course edits in the Student Information System and in CCWD Webforms.
- xiii. The Curriculum Office sends a course marked as Related Instruction or General Education to the Related Instruction or General Education Sub-Committee, respectively.
- xiv. The appropriate Sub-Committee evaluates the course according to the Related Instruction or General Education criteria.
- xiv. The appropriate Sub-Committee recommends the course for approval for Related Instruction or General Education.
- xix. The Curriculum Office puts the course on the next Curriculum Committee Agenda for Related Instruction or General Education approval. See Time Constraints for Agenda Item Deadlines.
- xv. Curriculum Committee reviews and approves the course for Related Instruction or General Education during the meeting.
- xvi. The Curriculum Office updates the course information in the Student Information System.

Process Output:

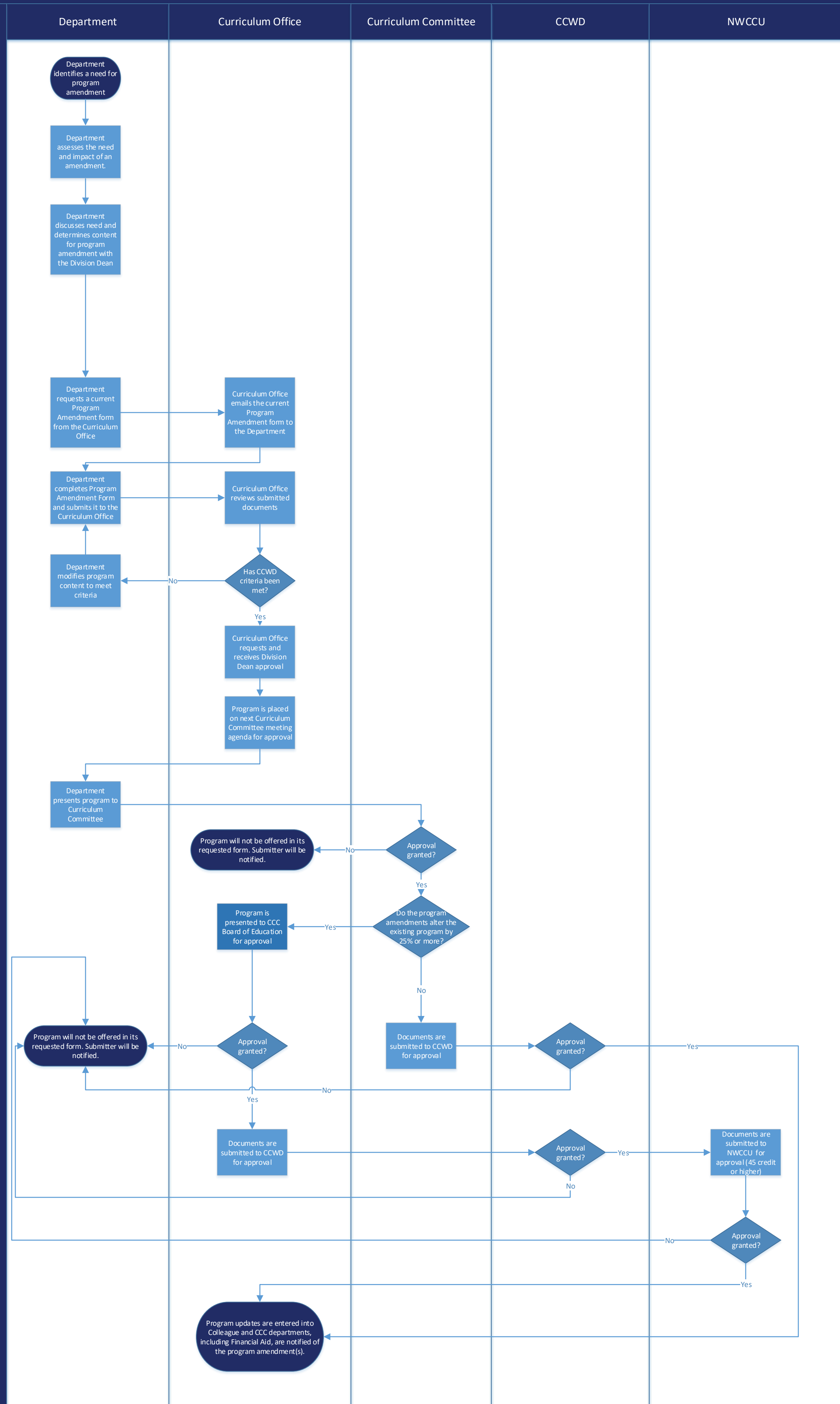
The output for this process is a course outline for a new or updated course.

<p>Exceptions to Normal Process Flow:</p>	<ol style="list-style-type: none"> 1. Curriculum Committee meets the first and third Fridays, Fall Term through Spring Term. 2. Any courses that are not reviewed by the Curriculum Committee by the end of the academic year are reviewed during the following academic year. 3. New courses, inactivations, or reactivations that go to Curriculum Committee but do not have representation may be denied if questions and concerns cannot be answered and addressed during the meeting. This can result in a denial or a delay of approval. 4. The Curriculum Office notifies the submitter if the course is not approved by the Committee. 5. Departments are responsible for notifying any other third party accrediting/approving parties as necessary. 6. Departments notify the Curriculum Office if they are planning to offer a course that would otherwise be inactivated according to the three-year inactivation rule.
<p>Time Constraints and Processing:</p>	<ol style="list-style-type: none"> 1. Course creation and edits that are received and reviewed by the Curriculum Committee Outline Review Team by Thursday of the week prior to a Curriculum Committee meeting are reviewed during the next meeting. New courses or course edits that are approved by the Curriculum Committee Outline Review Team during a week that the Curriculum Committee meets are reviewed not at the next meeting, but the following meeting. This is to ensure that the Committee has sufficient time to review the course information. 2. The Curriculum Office updates the Student Information System and course information to CCWD within one week of Curriculum Committee approval. 3. Equivalent courses are brought forward at the same time for approval to ensure accuracy. 4. CCWD approval can take up to 4-6 weeks or more. 5. Course creation, edits, inactivation, and reactivations can take up to 12 weeks or longer to complete. 6. The Implementation Times document has specific information regarding when new courses, course edits, course inactivations, and course reactivations take effect.

Name of Process:	Program Amendment Process		
Process Owner:	Curriculum Office		
Created By:	Curriculum Office	Last Updated By:	Curriculum Office
Date Created:	08/08/16	Last Approved:	06/01/18
Process Purpose:	Formally outline the steps that are needed to amend a current program.		
Process Input:	The department identifies a need for a program amendment.		
Process Boundaries:	The starting boundary is the department's decision that a program amendment is needed. The ending boundary is the amendment of a program.		
Process Flow:	<ol style="list-style-type: none"> 1. The department identifies a need for a program amendment. 2. The department assesses the need and impact of an amendment. 3. The department and the Division Dean determine the content of the amendment. 4. The department requests a current Program Amendment form, which lists the currently approved curriculum, from the Curriculum Office. 5. The department makes changes to the program curriculum on the Program Amendment form and sends the amendment to the Curriculum Office for review. 6. The Curriculum Office reviews the Program Amendment to ensure Community College and Workforce Development (CCWD) criteria has been met and works with the department to make any necessary changes. 7. The Curriculum Office requests and receives Division Dean approval. 8. The Curriculum Office puts the program amendment on the next Curriculum Committee agenda for approval. See Time Constraints for Agenda Item Deadlines. 9. The Curriculum Office requests and receives confirmation that the owner of the program, or other representative, will present the program amendment at the scheduled Curriculum Committee meeting. 10. The owner of the program amendment presents at the Curriculum Committee meeting to introduce the amendment and answer questions posed by the Committee. 11. Curriculum Committee reviews and approves the program amendment during the meeting. 12. The Curriculum Office presents the program amendment for review at College Council if the Curriculum Office or Curriculum Committee deems it appropriate. 13. The Curriculum Office presents the program amendment for review at President's Council if necessary. 14. President's Council recommends program amendment approval from the CCC Board of Education if necessary. 15. The Curriculum Office requests and receives program amendment approval from the CCC Board of Education if necessary. 16. The Curriculum Office requests and receives program amendment approval from CCWD. 17. The Curriculum Office requests and receives program amendment approval from Northwest Commission on Colleges and Universities (NWCCU) if necessary. 18. The Curriculum Office updates internal records with the approved information after the appropriate level of approval is received. 19. The Curriculum Office contacts Financial Aid to inform them of any changes in the case there is an impact on Financial Aid. 20. Graduation Services updates the program information in the Student Information System for the next academic year after the release of the next year's catalog. 		
Process Output:	The output for this process is a program amendment.		
Exceptions to Normal Process Flow:	<ol style="list-style-type: none"> 1. Curriculum Committee meets the first and third Fridays, Fall Term through Spring Term. 2. Any program amendments that are not reviewed by the Curriculum Committee by the end of the academic year are reviewed during the following academic year. 3. The Curriculum Office notifies the submitter if the amendment is not approved by the Committee 		

	<ol style="list-style-type: none"> 4. Program amendment requests that are incomplete do not go to Curriculum Committee until a complete request is received by the Curriculum Office 5. Program amendment requests that go to Curriculum Committee but do not have representation may be denied if questions and concerns cannot be addressed and answered. This may result in denial or delay of approval. 6. The Curriculum Office notifies NWCCU when 25% or more of the program is being altered. 7. Programs with fewer than 45 credits are not submitted to NWCCU. 8. President's Council and the CCC Board of Education review and approve all programs amendments submitted to NWCCU before submission.
<p>Time Constraints and Processing:</p>	<ol style="list-style-type: none"> 1. Curriculum Committee does not meet during summer term. New programs submitted during the summer term are addressed when Curriculum Committee reconvenes in fall term, no later than the second meeting of the new academic year. 2. Program amendment requests must be submitted one week prior to Curriculum Committee meetings. 3. The Curriculum Office submits program amendments to CCWD within one week of CCC Board of Education approval. 4. CCWD approval may take 4-6 weeks, sometimes longer. 5. The Curriculum Office submits program amendments to NWCCU within two weeks of CCWD approval. 6. NWCCU approval may take up to 6 months. 7. The Financial Aid Office updates funding information within two weeks of being notified by the Curriculum Office. 8. Funding updates may take from 4-6 weeks to process. 9. All Program Amendments take affect the following academic year. 10. The entire Program Amendment process may take 8 months or longer to complete.

CTE Program Amendment



Departments, the Curriculum Office, and Curriculum Committee can use this checklist to ensure a smooth path for the creation of new courses. Steps are listed in order.

Department	<input type="checkbox"/> Discuss need and impact of new course with Division Dean <input type="checkbox"/> Submit new course in Curriculum Management System
Curriculum Office	<input type="checkbox"/> Request and receive Division Dean approval <input type="checkbox"/> Send course to Review Teams
Review Teams	<input type="checkbox"/> Review and recommend course for approval
Curriculum Committee	<input type="checkbox"/> Review and approve

Course edits include changes to the course title, number, description or any other type of course information

Departments, the Curriculum Office, and Curriculum Committee can use this checklist to ensure a smooth path for editing courses. Steps are listed in order.

Department	<input type="checkbox"/> Assess need and impact of the course edit <input type="checkbox"/> Submit edits in Curriculum Management System
Curriculum Office	<input type="checkbox"/> If credits, instructional method, or contact hours changed, request and receive receipt of notification from Part-Time Faculty Association <input type="checkbox"/> Send course to Review Teams
Review Teams	<input type="checkbox"/> Review and recommend course for approval
Curriculum Committee	<input type="checkbox"/> Review and approve

This checklist is for situations where a course is being inactivated for a reason other than that it has not been offered within a three year time period or greater.

Departments, the Curriculum Office, and Curriculum Committee can use this checklist to ensure a smooth path for inactivating courses. Steps are listed in order.

Department	<input type="checkbox"/> Discuss need and impact of course inactivation with Division Dean <input type="checkbox"/> Notify Curriculum Office of planned inactivation. Include course number, title, and reason for inactivation
Curriculum Office	<input type="checkbox"/> Work with Department to assess impact of inactivation (removing course from other requisites, removing course from programs) <input type="checkbox"/> Request and receive Division Dean approval
Curriculum Committee	<input type="checkbox"/> Review and approve

Departments, the Curriculum Office, and Curriculum Committee can use this checklist to ensure a smooth path for reactivating courses. Steps are listed in order.

<p>Department</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Discuss need and impact of course reactivation with Division Dean <input type="checkbox"/> Notify Curriculum Office of planned reactivation. Include course number, title, and reason for reactivation <input type="checkbox"/> Submit edits in Curriculum Management System
<p>Curriculum Office</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Work with Department to assess impact of inactivation (removing course from other requisites, removing course from programs) <input type="checkbox"/> Request and receive Division Dean approval
<p>Review Teams</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Review and recommend course for approval
<p>Curriculum Committee</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Review and approve

Departments, the Curriculum Office, and Curriculum Committee can use this checklist to ensure a smooth path for amending programs. Steps are listed in order.

Department	<input type="checkbox"/> Discuss need and impact of program amendment with Division Dean <input type="checkbox"/> Request Program Amendment form from Curriculum Office <input type="checkbox"/> Update Program Amendment form and return to Curriculum Office
Curriculum Office	<input type="checkbox"/> Work with Department to assess impact of amendment (for example, do any courses need to be updated? Any related programs affected?) <input type="checkbox"/> Request and receive Division Dean approval
Curriculum Committee	<input type="checkbox"/> Review and approve