

	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. Program Suspensions a. Geographic Information Systems (GIS) Technology CC b. New Programs a. Geographic Information Systems (GIS) Technology CC c. Program Amendments a. Basic Health Sciences CPCC b. Horticulture AAS	Shalee Hodgson Shalee Hodgson Shalee Hodgson or Jaime Clarke April Chastain	Approval/21.SU Approval/21.SU Approval/21.SU Approval/21.SU
5. Old Business a. Charter – Feedback from College Council	Chair	Discussion
6. New Business a. Online Catalog Demo	Dru Urbassik	
7. Closing Comments a.		

Present: Amanda Coffey, Megan Feagles (Recorder), Sharron Furno, Sue Goff, Shalee Hodgson, Kerrie Hughes, Jason Kovac, Kara Leonard, Alice Lewis (Alternate Chair), Mike Mattson, 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: Marilyn Braught, John Phelps, Joan San-Claire, Tana Sawzak

Absent: ASG Representative, Jeff Ennenga, Eden Francis, David Plotkin

1. Welcome & Introductions

2. Approval of Minutes

- a. Approval of the March 5, 2021 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. **EMT Changes**

Tana Sawzak presented

i. **Credits/Hours Changes:** EMT-107, EMT-108

1. EMT-107: The EMT 107 class was listed as 3 credits with 33 lecture hours and 16 lab hours, which does not align with the current contact hours. The class includes both lecture and hands on skills and meets approx. 3 hours per week. So it should be 1 lecture credit (12 contact hours) and 1 lecture/lab credit (24 contact hours) for a total of 2 credit hours, 36 contact hours for the term
2. EMT-108: The class was listed as too many hours for the credits earned, and they were not distributed correctly.

ii. **Amendment:** Emergency Medical Technology CC

1. Moving EMT-109 from winter to spring. Updating EMT-107 credits. Total credits change from 56 to 55.
2. More program clean-up for 22-23

Motion to approve, approved

b. **CLA Changes**

Marilyn Braught presented

i. **Course Hours, Instructional Method, Credits Changes:** CLA-101, 102, 115, 118, 118L, 120

1. CLA-101: program redesign to consolidate 3 courses of basic CLA skills I, II and III into 2 courses
2. CLA-102: added material from CLA-103
3. CLA-115: added material from CS-120
4. CLA-118, CLA-118L: added material from CLA-130
5. CLA-120: added material from CLA-125 and CLA-119

ii. **Course Inactivations:** CLA-103, 103L, 119, 126, 130

1. CLA-103 and 103L: moved material into CLA-102 and CLA-102L
2. CLA-119 and 125: moved material into CLA-120
3. CLA-130: moved material into CLA-118 and 118L

iii. **New Courses:** CLA-123

1. Advisory Committee recommendation to train students in career skills such as how to create a resume, how to interview, and how to critically think.
2. How would this be different from COMM-100, which already includes these skills? CLA-123 is specific to the lab industry. Kerrie now groups COMM-111 students by program during class so they can focus on their programs' specific skills.

iv. **Amendment:** Clinical Laboratory Assistant/Phlebotomy CC

1. Changes based on feedback from Advisory Committee. Streamlining program, combining classes, cutting credits.
2. Total credits change from 45-47 to 35-39
3. Is there a plan to reaffiliate with PCC and OIT? Yes. The plan is for students to be able to move on to the 2 or 4-year program at PCC or OIT.
4. Add back "all classes must be passed with C or better." Done on 4/16/21. Agenda packet reposted.

Motion to approve, approved

c. Accounting Changes

Joan San-Claire presented

- i. Course Hours, Instructional Method, Credits Changes: BA-112
- ii. Changing from 33 LECT/3 Credits to 44 LECT/4 Credits
- iii. BA-112 is more rigorous than its prereq, BA-111. Increasing credits will make 112 a valid substitute for BA-212, which will be inactivated
- iv. Amendments:
 1. Accounting Assistant AAS
 - a. Updating BA-112 to be 4 credits, updating electives to include any CS or EC course, or MTH-243. No total credit change.
 - b. Changing name back to Accounting AAS.
 2. Accounting Clerk CC
 - a. Updating BA-112 to be 4 credits. No total credit change.

Motion to approve, approved

d. IDTD Changes

Mike Mattson presented

- i. **Credits/Hours:** MFG-104
 1. Change from 24 LECT, 2 credits to 33 LECT, 3 credits. Material from 2nd course in sequence was moved into this course.
- ii. **New Courses:** MFG-264
 1. CCC acquired new technology and this course will teach students how to use it.
- iii. **Amendments:**
 1. Machine Tool Technology AAS
 - a. Total credits change from 94 to 98-101 credits
 - b. Complete rework in accordance with industry standards.
 - c. Moved CNC to first term.
 2. Machine Tool Technology CC
 - a. Total credits change from 52 to 50 credits
 3. CNC Machining Technician CPCC
 - a. Title change to CNC Operator
 - b. Change program to be same as first term of updated AAS
 4. Energy Systems Maintenance Technician CPCC
 - a. Only change is updating MFG-104 credits.

Motion to approve, approved

e. Program Learning Outcomes

- i. Business AAS
- ii. Megan Feagles presented for Sharon Parker

No approval needed; informational item

f. Program Amendments

- i. Human Resource Management CC
 1. Megan Feagles presented for Michael Moiso
 2. Replacing BA-250 with BA-123
 3. Total credits change from 46-48 to 45-47

Motion to approve, approved

- ii. Welding Technology AAS
 1. John Phelps presented
 2. Removing MFG-280. Total credits change from 98 to 94.
 3. The Curriculum Office should notify Dustin Bates and Kyle Thomas in the future if CWE is removed.

Motion to approve, approved

- iii. Welding Technology CC

1. John Phelps presented
2. Removing MFG-280. Total credits change from 52 to 50.

Motion to approve, approved

5. Old Business

- a. Feedback on Charter
 - i. Scot Pruyn presented
 - ii. There was a lot of feedback from College Council
 - iii. Scot will bring the subgroup back together to talk about feedback.
 - iv. Add Jason to the subgroup.
 - v. Bring back for the May 7th meeting.

6. New Business

- a. Review Membership Vacancies
 - i. Scot Pruyn presented
 - ii. Scot is willing to Chair for another year.
 - iii. Deans are responsible for filling vacancies in their area.
 - iv. Helen will continue on.
 - v. Casey Sims on sabbatical 22/WI and 22/SP.
- b. Course Revision Guidebook Updates
 - i. Scot Pruyn presented
 - ii. From 3/5/21 meeting: Create a sub-committee to update the Course Revision Guidebook
 - iii. Let Scot know if you want to be a part of that group. Potentially starting work fall term.
 1. Elizabeth Carney volunteered. Scot will send an email out for additional volunteers
 - iv. Should there be a separate group to implement the DEI framework? Or could it be included with this work?

7. Closing Comments

- a.

-Meeting Adjourned-

Next Meeting: May 7, 2021 (8-9:30am)

May 7, 2021

1. Course Title Change

Course	Current Title	Proposed Title

2. Course Number Change

Course	Title	Proposed Course Number

3. Outlines Reviewed for Approval

Course	Title	Implementation
BT-124	Business Editing I	2021/SU
CS-133S	Introduction to JavaScript & Server-Side Scripting	2021/SU
CS-133VB	Visual Basic.NET I	2021/SU
CS-135W	Microsoft Word	2021/SU
DMC-291	Digital Media Communications Portfolio Project I	2021/SU
DMC-292	Digital Media Communications Portfolio Project II	2021/SU

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 - 124

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: Business Editing I

Course Description:

Course builds business communication skills through the study of the written communication process and the correct use of grammar, spelling, vocabulary, types of written business communication, and basic editing principles.

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)?

Yes

Check which General Education requirement:

✓ **Writing**

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

Yes

Name of degree(s) and/or certificate(s): Administrative Professional AAS, 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: WRD-090 or placement in WRD-098

Requirements:

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

Yes

Area: Communication

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**

✓ **Fall**

✓ **Winter**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. describe and define the eight parts of the communication process and its importance in business communication;
 2. identify how editing fits into the written business communication process;
 3. explain the importance of using properly composed written business communication within a career setting;
 4. analyze noise in the written communication process and how noise affects written business communication;
 5. analyze and explain the difference between business writing vs. academic writing;
 6. apply the business editing, proofreading, and revision process in order to identify and correct errors;
 7. demonstrate the use of proper sentence structure and word choice as it pertains to a grammatically correct sentence and document;
 8. evaluate personal samples of written business communication in order to check for understanding of the writing and proofreading process;
 9. evaluate business communication channels (e.g. memos, emails, text messages, block style business letters, personal business letters, reports) in order to choose the best channel based on the reason for the communication;
 10. demonstrate proper formatting of various business communication based on the communication channel (e.g. memos, emails, block style business letters, personal business letters, reports).
-

Clackamas Community College Online Course/Outline Submission System
AAOT/ASOT GENERAL EDUCATION OUTCOMES
COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

SP: Speech/Oral Communication Outcomes

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

Outcomes Assessment Strategies:

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

:

Major Topic Outline:

1. Parts of speech—nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections, independent and dependent clauses.
2. Sentences: elements, patterns, types—subjects and predicates; subject-verb; subject-action verb-object; subject-linking verb complement; inverted order; fragments, comma splice, run-on statements; and statements, questions, commands, and exclamations.
3. Nouns—concrete and abstract; common and proper; noun plurals; foreign nouns and special plurals.
4. Possessive nouns—construction with apostrophes.
5. Personal pronouns—subjective, objective, and possessive cases; compound subjects and objects, comparatives, appositives, and reflexive pronouns; subject complements.
6. Pronouns and antecedents—clarity of pronouns with number and gender; indefinite pronouns; collective nouns; who, whom, whoever, and whomever uses.
7. Verbs: kinds, voices, moods—transitive and intransitive; linking; active vs. passive voice; subjective mood.
8. Verb tenses and parts—present, past, and future tenses; present and past participles; irregular verbs such as lie-lay, sit-set, and rise-raise; progressive and perfect tenses.
9. Verb and subject agreement—prepositional phrases, intervening elements, and inverted sentence order; subjects joined by and, or, nor; indefinite pronouns and collective nouns as subjects; rules for quantities and measures; fractions; who clauses; phrases and clauses as subjects; and subject complements.
10. The importance of proofreading and the proofreading process.
11. Correct word choice when composing business documents.
12. Incorporating sentence variety when composing business documents.
13. Effective business writing.
14. Composition and use of e-mail, business letters, memos, and reports.
15. Proper use and formatting of the various channels of business communication (e.g. memos, letters, emails, text messages, and reports).

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

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

Percent of course: 0%

First term to be offered:**Specify term:** Summer 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: Computer Science

Submitter

First Name: Debra

Last Name: Carino

Phone: 3170

Email: dcarino

Course Prefix and Number: CS - 133S

Credits: 3

Contact hours

Lecture (# of hours): 33

Lec/lab (# of hours):

Lab (# of hours):

Total course hours: 33

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

Course Title: Introduction to JavaScript & Server-Side Scripting

Course Description:

Design, programming, testing of scripted web pages using JavaScript for client-side applications and to call PHP-based server-side applications. Introduction to fundamental concepts of interactive web pages and server-side connectivity. Covers the Document Object Model (DOM) and programming constructs like variables, operators, functions, control structures, and exception handling.

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:

✓ **Science & Computer Science**

✓ **Mathematics**

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

Yes

Name of degree(s) and/or certificate(s): Computer Science AAS & Certificates

Are there prerequisites to this course?

Yes

Pre-reqs: CS-125H, and MTH-060 or placement in MTH-065

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Winter**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. describe the Document Object Model and use the DOM to dynamically alter aspects of web pages via the use of JavaScript,
 2. identify the basic programming structures (objects, functions, comments, variables, loops, logical structures) and implement them in JavaScript and PHP syntax;
 3. explain the difference between client-side and server-side scripting, including the advantages and disadvantages of each;
 4. add interactivity to web pages with client-side JavaScript including,
 - a. working with dates and times,
 - b. performing client-side form validation,
 - c. performing calculations with form data,
 - d. client-side dynamic interaction (image roll-overs, preloaders, drop-down menus);
 5. use JavaScript to create an AJAX application
 - a. with provided PHP/MySQL data
 - b. with data from external web service APIs (may include Google Maps, Imgur, YouTube)
-

Clackamas Community College Online Course/Outline Submission System
AAOT/ASOT GENERAL EDUCATION OUTCOMES
COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

SP: Speech/Oral Communication Outcomes

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

Outcomes Assessment Strategies:

:

Major Topic Outline:

1. HTML Concept Review.
 - a. The client-side request/response model.
 - b. Formatting techniques.
 - c. Creating HTML forms.
 - d. Basics of FTP.
2. Introduction to JavaScript.
 - a. Object-based languages.
 - a1. Objects.
 - a2. Methods.
 - a3. Properties.
 - b. Producing output.
 - c. Documenting via comment characters.
 - d. Placing a script in a web page.
 - e. Calling separate script files.
3. JavaScript Document Object Model (DOM) and Browser Object Models (BOM).
 - a. DOM Hierarchy.
 - a1. Modifying pages.
 - a2. Inserting/deleting/updating elements.
 - a3. Styles.
4. JavaScript Variables and Operators.
 - a. Declaring and using variables.
 - b. Variable scope.
 - c. Mathematical Operators.
 - d. Text Operators.
 - e. Logical Operators.
 - f. Comparison Operators.
5. JavaScript Functions.
 - a. Defining and calling functions.
 - a1. Custom defined functions.
 - a2. Built in JavaScript functions.
 - b. Using event handlers.
6. JavaScript Control Structures.
 - a. Logical structures.
 - a1. If, if...else.
 - a2. Switches.
 - b. Loops.
 - b1. While, do...while.
 - b2. For, for...in.
 - c. Try-catch Exception Handling.
7. Creating AJAX Applications
 - a. The AJAX Request-Response Model
 - b. Working with object literals
 - c. Working with JSON text
 - c. Working with the XmlHttpRequest object

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

How does it transfer? (Check all that apply)

:

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

First term to be offered:

Next available term after approval

:



Clackamas Community College

Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Business & Computer Science: Computer Science

Submitter

First Name: Debra

Last Name: Carino

Phone: 3170

Email: dcarino

Course Prefix and Number: CS - 133VB

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: Visual Basic.NET I

Course Description:

Hands-on approach to software design using object-oriented programming. Planning an application, building a user interface, using variables and constants, calculating, accumulating, counting, making decisions, using functions, and using menus.

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:

✓ **Science & Computer Science**

✓ **Mathematics**

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

Yes

Name of degree(s) and/or certificate(s): Computer Science AAS & Certificate

Are there prerequisites to this course?

Yes

Pre-reqs: BA-131 or CS-120, and MTH-060 or placement in MTH-065

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

Yes

Area: Computation

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Fall**

✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. use the three-step process to plan a project and design a Graphical User Interface, including the use of form controls, menus, common dialog boxes, tooltips, tab stops, and other accessibility tools;
 2. create an algorithm that describes how to move from a real-world problem to a programming solution,
 3. create event procedures to respond to user actions and form events,
 4. execute a project and identify syntax, run-time and logic errors;
 5. debug a project using breakpoints, stepping program execution, and checking intermediate results;
 6. describe best programming practices for object, variable, and constant-naming schemes and proper code documentation;
 7. define the concept of scope as it pertains to functions, sub-procedures, constants and variables and effectively use both local- and module-level scope within applications;
 8. solve a problem through the use of code that requires some or all of the following,
 - a. the With | End With statement,
 - b. variables, constants, and calculated statements;
 - c. Visual Basic objects and their associated properties and methods,
 - d. error handling via data validation and Try/Catch blocks,
 - e. logical structures (select, if, and nested if statements);
 - f. custom functions and sub-procedures.
-

Clackamas Community College Online Course/Outline Submission System
AAOT/ASOT GENERAL EDUCATION OUTCOMES
COURSE OUTLINE MAPPING CHART

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- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

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

WR: Writing Outcomes

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

SP: Speech/Oral Communication Outcomes

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

- P** 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**✓ **Rubrics**

:

Major Topic Outline:

1. Introduction to Visual Basic.
 - a. Object oriented programming.
 - a1. Common VB objects, properties, methods.
 - b. Event-driven programming.
 - c. Using the Visual Studio rapid development environment.
2. Working with multiple controls.
 - a. Textboxes, radio buttons.
 - b. Program accessibility considerations.
 - c. Data validation.
3. Variables, constants, calculations.
 - a. Mathematical operators.
 - b. Text operators.
 - c. Order of operations.
 - d. Error handling using Try...Catch blocks.
4. Decisions, conditions, message boxes.
 - a. Using logical structures.
 - a1. Simple if statements.
 - a2. If...else statements.
 - a3. Nested if statements.
 - a4. Select case statements.
5. Menus, common dialog controls, functions.
 - a. Creating reusable, modular code.
 - b. Differences between functions and sub-procedures.
 - c. Defining functions.
 - d. Defining sub-procedures.
 - e. Calling functions and sub-procedures.
 - f. Using the Menu designer.
 - g. Generating menu events.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

How does it transfer? (Check all that apply)

:

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

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information**Department:** Business & Computer Science: Computer Science**Submitter**

First Name: Debra

Last Name: Carino

Phone: 3170

Email: dcarino

Course Prefix and Number: CS - 135W

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: Microsoft Word**Course Description:**

This course focuses on advanced word processing features using the latest version of Microsoft Word. Topics include using tables, merging form letters and data source files, desktop publishing, large document capabilities including master documents and indexes, and linking and embedding objects between Office applications.

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**

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

Yes

Name of degree(s) and/or certificate(s): Computer Science AAS & Certificate

Are there prerequisites to this course?

Yes

Pre-reqs: CS-120 or BA-131, or equivalent level of computer literacy

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 advanced character, paragraph and page formatting techniques to create attractive, functional documents;
 2. implement desktop publishing features including the use of sections, columns, tables and lists;
 3. understand and use styles to enhance consistency and functionality of documents;
 4. understand and insert automatic field codes;
 5. understand and use the Mail Merge utility;
 6. exchange information between Word and other applications;
 7. automate processes in Word using recorded macros and the Visual Basic Editor.
-

Clackamas Community College Online Course/Outline Submission System
AAOT/ASOT GENERAL EDUCATION OUTCOMES
COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

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

SP: Speech/Oral Communication Outcomes

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

Outcomes Assessment Strategies:

:

Major Topic Outline:

1. Creating a document.
2. Editing and formatting a document.
3. Creating a multiple-page report.
4. Desktop publishing a newsletter.
5. Creating styles, outlines, tables, and tables of contents.
6. Creating form letters and mailing labels.
7. Integrating Word with other programs and with the World Wide Web.
8. Customizing Word and automating your work.
9. Creating on-screen forms using advanced table techniques.
10. Managing long documents.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

How does it transfer? (Check all that apply)

:

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

First term to be offered:

Next available term after approval

:

Clackamas Community College

Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Art

Submitter

First Name: Nora

Last Name: Brodnicki

Phone: 3036

Email: norab

Course Prefix and Number: DMC - 291

Credits: 3

Contact hours

Lecture (# of hours):

Lec/lab (# of hours): 66

Lab (# of hours):

Total course hours: 66

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

Course Title: Digital Media Communications Portfolio Project I

Course Description:

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

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): Digital Multimedia Communications AAS

Are there prerequisites to this course?

Yes

Pre-reqs: DMC-100 and DMC-104

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

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

Are there corequisites to this course?

No

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

Yes

Recommendations: Two courses from a DMC Focus Area

Requirements:

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Winter**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

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

This course does not include assessable General Education outcomes.

Major Topic Outline:

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

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

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

Percent of course: 0%

First term to be offered:

Specify term: Spring 2020

Clackamas Community College

Online Course/Outline Submission System

 Show changes since last approval in red

Section #1 General Course Information

Department: Art

Submitter

First Name: Nora

Last Name: Brodnicki

Phone: 3036

Email: norab

Course Prefix and Number: DMC - 292

Credits: 3

Contact hours

Lecture (# of hours):

Lec/lab (# of hours): 66

Lab (# of hours):

Total course hours: 66

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

Course Title: Digital Media Communications Portfolio Project II

Course Description:

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

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): Digital Multimedia Communications AAS

Are there prerequisites to this course?

Yes

Pre-reqs: DMC-291

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

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

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

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

This course does not include assessable General Education outcomes.

Major Topic Outline:

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

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

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

Percent of course: 0%

First term to be offered:

Specify term: Spring 2020

May 7, 2021

Program	Implementation
Geographic Information Systems (GIS) Technology 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.

College: Clackamas Community College	Date:
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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 <small>(For Official Program Title, refer to your directory at http://www.ode.state.or.us/search/results/?id=232)</small>	<u>APPROVED</u> CIP Code (Include 7 th & 8 th digits used for OCCURS reporting.)			<u>APPROVED</u> Recognition Award	Current Credits
	6-digit CIP	7 th digit	8 th digit		
AAS Title:				<input type="checkbox"/> Associate of Applied Science (AAS) Degree	
Option Title**				<input type="checkbox"/> OPTION to AAS Degree	
Certificate Title: <u>Within</u> AAS Degree? <input type="checkbox"/> Yes** <input checked="" type="checkbox"/> No Geographic Information Systems (GIS) Technology CC.GISTECHNOLOGY	15.1102			<input checked="" type="checkbox"/> CC1 (45-60 credits)	45

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

LAST AMENDMENT APPROVED ON 11/01/19

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> recreating as less than one year certificate	
Suspension Effective Date:	6/30/21	

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	Title	Hours	Credits
First Term							
GEO-100 Or GEO-130	Introduction to Physical Geography or Introduction to Environmental Geography	44	4				
GIS-101	Principles of Geospatial Technology	44	2				
GIS-201	Introduction to Geographic Information Systems	66	3				
GIS-236	Introduction to Programming for GIS	66	3				
MTH-050 Or MTH-065	Technical Mathematics I or Algebra II	44	4				
Second Term							
GIS-202	Intermediate Geographic Information Systems	66	3				
GIS-237	Advanced Programming for GIS	66	3				
GIS-240	Geospatial Database Development and Management	66	3	Scheduled for Inactivation 06.30.21			
GIS-286	Remote Sensing	60	3				
--	Human Relations requirement (see page 82)		3				
Third Term							
GIS-205	Cartography and Map Making	33	3				
GIS-232	Data Collection & Application	44	2				
GIS-238	GIS Web Mapping and Services	44	2				
GIS-280	GIS/CWE	108	3				
WR-121	English Composition	44	4				
TOTAL CURRENT CREDITS:			45	TOTAL PROPOSED CREDITS:			

College Contact	Industrial Technology Department	Telephone No.	3318
E-Mail Address		Fax No.	
Chief Academic Officer or PTE Dean Signature			Date 5/3/21



Teach-Out Plan

Program Name: Geographic Information Systems (GIS) Technology

Program Type: CC

Required Program Credits: 45

Plan Implementation Date: 7/1/2021

Date of Suspension of Student Admission: June 30, 2021

Last Term of Program Teach Out: Spring 2022

of Students in Program: 24 Source for Student Enrollment: Student Advisor/Colleague Reporting

Teach Out Plan:

This plan must allow students to complete a goal without being disadvantaged. The plan cannot cost the student additional money. The teach out plan can include solutions to situations that would result in additional student costs, such as offering free tuition to students for the additional courses they may have to complete in order to be awarded a degree. The teach-out plan should also consider how the department will handle students who want to return to the degree program, but were not enrolled in the program at the time of termination. The following grid must be completed as part of the Teach Out Plan.

How will these promises to the students be met?	Describe
Maintain the necessary experience, resources, and support services	We will continue to offer GIS program classes, as needed, through SP/22. Any classes that have been suspended, we will form a plan for substituting electives, CWE or some other option. The students will continue to have access to the Lead Faculty, Student Advisor and Administrative Coordinator for any questions.
Remain stable, carry out its mission, and meet all its obligations to students	We will continue to offer GIS program classes, as needed, through SP/22. Any classes that have been suspended, we will form a plan for substituting electives, CWE or some other option. The students will continue to have access to the Lead Faculty, Student Advisor and Administrative Coordinator for any questions.
Offer the program without additional charge	We will not charge any additional course fees or tuition above standard current rates.

Communication plan with students:

This plan must explain how students will receive communication regarding the suspension of a program. Examples include meetings, emails, and letters. In some cases, multiple meetings at different times of the day may be required.

The Administrative Coordinator will send out emails to each student as well as a letter via USPS. Both of these forms of communication will contain the contact name, phone and email of the Student Advisor for the GIS program. Students will be able to meet with the Student Advisor via Zoom or by phone (due to COVID restrictions) to discuss a plan for completion.

May 7, 2021

Program	Implementation
Geographic Information Systems (GIS) Technology 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	
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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 <small>(For Official Program Title, refer to your directory at http://www.ode.state.or.us/search/results/?id=232)</small>	<u>APPROVED</u> CIP Code <small>(Include 7th & 8th digits used for OCCURS reporting.)</small>			<u>APPROVED</u> Recognition Award	Current Credits
	<u>6-digit CIP</u>	<u>7th digit</u>	<u>8th digit</u>		
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 type="checkbox"/> Yes** <input checked="" type="checkbox"/> No Geographic Information Systems (GIS) Technology CC.GIS	15.1102			<input checked="" type="checkbox"/> CC (12-30 credits)	19

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

LAST AMENDMENT APPROVED ON 11/01/19

TYPE OF PROGRAM AMENDMENT


(Check ALL That Apply)

<input checked="" 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>
<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

[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	Title	Hours	Credits
First Term							
				GIS-101	Principles of Geospatial Technology	44	2
				GIS-201	Introduction to Geographic Information Systems	66	3
Second Term							
				GIS-202	Intermediate Geographic Information Systems	66	3
				GIS-205	Cartography and Map Making	33	3
				GIS-236	Introduction to Programming for GIS	66	3
Third Term							
				GIS-232	Data Collection & Application	44	2
				GIS-286	Remote Sensing	60	3
TOTAL CURRENT CREDITS:				TOTAL PROPOSED CREDITS:			
				19			

College Contact	EGIS	Telephone No.	3318
E-Mail Address		Fax No.	
Chief Academic Officer or PTE Dean Signature			Date 5/3/21



Curriculum Committee Certificate of Completion

This form provides additional information required by the NWCCU for accreditation
Signed copies must be submitted two weeks prior to [Curriculum Committee meetings](#)

Program Presenter	Shalee Hodgson
Program Department/Division	EGIS/TAPS
Program Type	Certificate of Completion
Complete Program Title	Geographic Information Systems (GIS)
Credit Total (90-108)	19

Catalog description of new program

Must match description from CCWD CTE Program of Study Application

The Geographic Information Systems (GIS) Technology Certificate Program offers instruction in GIS software, geography, data analysis, cartography, remote sensing, data collection, database theory, and programming.

Similar to an existing program?

No

Program-Level Student Learning Outcomes

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

- apply geographic knowledge and GIS software techniques to create high quality analysis, data, applications, and maps;
- design and create geodatabases;
- automate geoprocessing tools to manipulate, generate, display, and analyze GIS data;
- analyze and interpret remotely sensed data including aerial and satellite imagery, LIDAR and GPS data;
- apply programming skills to create and customize applications and tools.

Program-Level Assessment Plan

Attach document or click to enter text.

Courses in the Program

For questions and assistance, contact Curriculum Office at curriculum@clackamas.edu

First Term

GIS 101 Principles of Geospatial Technology 44 clock hours; 2 credits

This course serves as an overview of the concepts and principles of geospatial technology using lab activities to explore maps, geospatial data, and geospatial software. Major themes include: maps and cartography, geodesy, geographic information systems, spatial data privacy, global navigation satellite systems, remote sensing/image interpretation, terrain analysis, web maps, and the geospatial industry.

GIS 201 Introduction to Geographic Information Systems 66 clock hours; 3 credits

This course explores fundamental concepts of geographic information systems (GIS) utilizing hands-on application through a variety of laboratory exercises with industry-standard ArcGIS software. The class explores basic map principles, cartographic design, geodesy, and geospatial data manipulation while exploring ArcGIS to create, display, query, relate, classify, and analyze spatial data to create maps and answer geographic questions.

Second Term

GIS 202 Intermediate Geographic Information Systems 66 clock hours; 3 credits

This class follows the introductory course as a continuation of desktop Geographic Information Systems (GIS) principles using the ArcGIS software platform. Topics explored include working with geodatabases (feature datasets, feature classes, subtypes, domains, etc), topology, vector and raster analysis, creating and editing data, and process automation using ModelBuilder. Students also practice GIS project management processes, workflows, and best practices through an analysis project. Prereq: GIS 201.

GIS 205 Cartography & Map Making 33 clock hours; 3 credits

Explores basic cartographic design principles and how to apply them to produce high quality maps using GIS software. Introduces cartographic terminology, principles, and map-making tools. Major themes include visual representation and communication; how to turn geographic data into effective maps for print and the web; how to critique maps; map design and elements; and color, fonts, labels and symbols for maps. Prereq: GIS 201.

GIS 236 Introduction to Programming for GIS 66 clock hours; 3 credits

An introduction to computer programming and Object Orientated Programming (OOP) with the Python language. Covers basic computer programming concepts including data types, loops, control structures, functions, classes, and program development. Use Python for problem solving by creating basic scripts all the way to more advanced object-oriented programs. Recommended GIS 101.

Third Term

GIS 232 Data Collection & Application 44 clock hours; 2 credits

This course introduces data collection techniques and application of those techniques. This course explores different techniques to collect spatial and attribute data. The classes focuses on GPS (Global Positioning System) data collection using a combination

For questions and assistance, contact Curriculum Office at curriculum@clackamas.edu

of recreational/mapping-grade GPS units and common mobile devices (with embedded GPS) used in industry. The class will emphasize the capabilities and strengths of each type of data collection equipment. Prereq: GIS 101

GIS 286 Remote Sensing 60 clock hours; 3 credits

This course is an introduction to the science of remote sensing. The course explores the techniques used to acquire, interpret, and process remotely sensed data. It provides a historical analysis of the technology, the interpretation of remotely sensed data, and the use of remote sense data in GIS. Active and passive systems are explored as well as methodologies to transform and rectify remotely sensed raster data. Students explore application of remote sensing using real-world examples and data. Prereq: GIS 201.

Related Instruction Courses in the Program

None

[Approved Course List](#)

Attach document or click to enter text.

Will there be revenues associated with the new program?

(i.e. bonds, grants, reallocation)

- Yes No

New Courses needed?

- Yes No

New Sections needed?

- Yes No

Additional faculty needed?

- Yes No

	Number	Term
Full-time		
Part-time	2	To cover all terms

New physical facilities and equipment needed?

- Yes No

Please explain how the current physical facilities and equipment will be allocated to meet the needs of the new program

Click here to enter text.

New Student Services needed?

[Link to student services listed in the current catalog](#)

- Yes No

Please explain how the current Student Services will accommodate the needs of the new program

Click here to enter text.

Other expenses?

- Yes No

Division Dean Signature/Date

Department Chair Signature/Date

Faculty/Program Lead Signature/Date
(optional)



APPLICATION for a NEW PROGRAM
CAREER TECHNICAL EDUCATION (CTE)

Department forms change periodically. It is the college's responsibility to use the most current forms available. Current forms, handouts and other useful resources are located at <http://www.ode.state.or.us/opportunities/grants/perkins/postsecondary/appsandwkshts.aspx>

Note: It is essential that the companion document, the Planning Guide & Application Worksheet, is used in representing your new program. The Application Worksheet must be kept on file at the college and made available upon request.

Section 1. College Contact Information

College	Clackamas Community College
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College Point Of Contact	Dru Urbassik
Title	Director, Curriculum & Scheduling
Department, Division	Institutional Effectiveness & Planning
Mailing Address	19600 Molalla Avenue
City, State Zip Code	Oregon City, OR 97045
Phone	503-594-6217
Fax	503-650-6659
E-Mail	dru.urbassik@clackamas.edu

Program Contact Person	Shalee Hodgson
Title	Associate Dean TAPS
Department, Division	EGIS/TAPS
Mailing Address	19600 Molalla Ave
City, State Zip Code	Oregon City, OR 97045
Phone	503 594 3323
Fax	
E-Mail	shaleeh@clackamas.edu

Section 2. Program Award Information

Name of Proposed Program	Geographic Information Systems (GIS) Technology
---------------------------------	---

	Type of Program (Check all that apply if the programs are related)	Total Credits
✓	Associate of Applied Science (AAS) Degree	
	Associate of Applied Science Degree, Option (An option is a specialized area within a base AAS. Must maintain 70% of common credits with base AAS)	
	Certificate of Completion	19

	Business and Industry-based Program (privately-contracted, closed enrollment)
--	---

✓	Career Area (please check the appropriate area)
	Agriculture, Food & Natural Resources Systems
	Arts, Information & Communications
	Business & Management

	Health Services
	Human Resources
	Industrial & Engineering Systems

EII Education Specialist	
Name	
Phone	
E-Mail	

Proposed Program Implementation Date	7/1/2021
---	----------

CIP Code		CIP Title	
CIP Narrative Description			

Program Summary
The Geographic Information Systems (GIS) Technology Certificate Program offers instruction in GIS software, geography, data analysis, cartography, remote sensing, data collection, database theory, and programming. This program also includes instruction in research skills, geospatial mathematics, computer programming, human relations skills, and field competencies.

	Financial Assistance Options Sought for and/or Approved for the Program	
✓	(Check all that apply)	
✓	Federal Financial Aid Options	
✓	Workforce Investment Act – Individual Training Account	
✓	Veterans Benefits	
✓	State of Oregon Financial Aid	Describe: Oregon Opportunity Grant
✓	College Financial Aid	Describe: Scholarships, tuition waivers, internships
✓	Private Business, Foundation Aid	Describe: Scholarships
✓	Other:	Describe: Voc Rehab funds, Social Services funds, Tribal Educational funds

Section 3. Program Approval Standards

Standard A
<i>Need: The community college provides clear evidence of the need for the program.</i>
Program Highlights
GIS is not just a certificate program at CCC. GIS classes are required courses for many programs college-wide and there is greater potential to integrate GIS curriculum into programs that are not yet aware of the benefit it can offer to students. The US Bureau of Labor Statistics forecasts geospatial technology as a growth field and any institute of learning would be at a significant competitive disadvantage were it not to offer GIS courses.

Standard B

Collaboration: The community college utilizes systemic methods for meaningful and ongoing involvement of the appropriate constituencies.

Program Highlights

GIST can no longer be considered to be a specialty, practiced only by "GIS professionals." GIS is an additive skill, one that has utility across many disciplines. As the technology has grown and more people become aware of power of location, there is an increasing demand for professionals in fields as varied as public health, transportation, civil engineering, wildland firefighting, emergency management, business, natural resources, and energy to have at least a basic understanding of GIS and, frequently, a functional fluency in the concepts, tools, and methodologies. GIS is not just for GIS professionals anymore.

Standard C

Alignment: The program is aligned with appropriate education, workforce development, and economic development activities.

Program Highlights

The outreach to potential Advisory Board members include state and local government agencies, construction and engineering firms, and utilities.
The GIS courses reach beyond the GIS certificate and several are included in ta multitude of programs:

Standard D

Design: The program leads to student achievement of academic and technical knowledge, skills, and related proficiencies.

Program Highlights

GIS is something that is a skill incorporated into many job titles, it is not often a stand-alone career. Emergency managers, firefighters, surveyors, project managers, construction managers, foresters and others all use GIS as part of their jobs. The revised version of this certificate at 19 credits will be attractive to people who have a bachelor's or master's degree and need to add these skills. These employees work in areas such as public health, geology, archeology, transportation, civil engineering, wildland firefighting, emergency management, business, business intelligence, natural resources, and energy

TOTAL PROPOSED CREDITS:			19

Section 5. Assurances and Signature

**College Authority Signature
(Applications must be signed by the chief academic officer or the president)**

I have reviewed this application and supporting documents and attest to the accuracy, clarity, and completeness. The college will comply with the following assurances:

1. **Access.** The college and program will affirmatively provide access, accommodations, flexibility, and additional/supplemental services for special populations and protected classes of students.
2. **Continuous improvement.** The college has assessment, evaluation, feedback, and continuous improvement processes or systems in place. For the proposed program, there will be opportunities for input from and concerning the instructor(s), students, employers, and other partners/stakeholders. Program need and labor market information will be periodically re-evaluated and changes will be requested as needed.
3. **Adverse impact & detrimental duplication.** The college will follow all current laws, rules, and procedures and has made good faith efforts to avoid or resolve adverse *intersegmental* and *intra*segmental impact and detrimental duplication problems with other relevant programs or institutions.
4. **Program records maintenance & congruence.** The college acknowledges that the records concerning the program title, curriculum, CIP code, credit hours, and other identifying and descriptive information maintained by the Department are the official records and it is the college's responsibility to keep the college records aligned with those of the Department. The college will not make changes to the program without informing and/or receiving approval from the Department.

Our staff has worked closely with CCWD-EII staff in the development of the proposed program and completion of this application. The proposed program:

1. Has been designed to meet the State Board of Education approval standards for Need,
2. Collaboration, Alignment, Design and Capacity, as well as the elements identified that that are essential to a quality program;
3. Our college board has approved the proposed program described in this application;
4. All local campus procedures have been completed; and
5. This program is ready to be reviewed by CCWD-EII staff on behalf of the State Board of Education.

It is understood that documentation or evidence may be requested by CCWD-EII staff if additional information is needed.

Signature	
Title	Director, Curriculum & Scheduling
Name (Printed or typed)	Dru Urbassik
Date	

Program	Implementation
Basic Health Sciences CPCC	2021/SU
Horticulture AAS	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	
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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 <small>(For Official Program Title, refer to your directory at http://www.ode.state.or.us/search/results/?id=232)</small>	<u>APPROVED</u> CIP Code <small>(Include 7th & 8th digits used for OCCURS reporting.)</small>			<u>APPROVED</u> Recognition Award	Current Credits
	6-digit CIP	7 th digit	8 th digit		
AAS Title: Clinical Laboratory Assistant/Phlebotomy Certificate				<input type="checkbox"/> Associate of Applied Science (AAS) Degree	
Option Title**				<input type="checkbox"/> <i>OPTION</i> to AAS Degree	
Certificate Title: <u>Within</u> AAS Degree? <input type="checkbox"/> Yes** <input checked="" type="checkbox"/> No Basic Health Sciences Career Pathway CC.BASICHEALTH	51.0802			<input checked="" type="checkbox"/> Career Pathway (12-44) CC (12-30)	17

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

NEW PROGRAM APPROVED ON 01/18/19

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 checked="" type="checkbox"/> Title Change for Program		<i>Proposed Total Credits:</i> 13-14
<i>Proposed AAS Title:</i>		
<i>Proposed OPTION Title:</i>		
<i>Proposed Certificate Title:</i>	Healthcare Careers (CC.HLTHCAREERS)	
<input type="checkbox"/> <i>SUSPENSION</i> of Program		
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> [List entire curriculum as last approved]				<i>PROPOSED CURRICULUM 21-22</i> [List only course(s) to be amended]			
Course	Title	Hours	Credits	Course	Title	Hours	Credits
CLA-100	Introduction to Health Care	22	2	REMOVE			
MA-110	Medical Terminology	44	4				
MTH-065	Algebra II	44	4	REMOVE			
PSY-101	Human Relations	33	3				
WR-121	English Composition	44	4	WR-101 Or WR-121	Communication Skills: Occupational Writing Or English Composition	33-44	3-4
				MA-135	Communications and Ethical Practices in Healthcare Settings	33	3
TOTAL CURRENT CREDITS:			17	TOTAL PROPOSED CREDITS:			13-14

College Contact		Telephone No.	
E-Mail Address		Fax No.	
Chief Academic Officer or PTE Dean Signature		Date	4/19/21



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	
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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 <small>(For Official Program Title, refer to your directory at http://www.ode.state.or.us/search/results/?id=232)</small>	<u>APPROVED</u> CIP Code (Include 7 th & 8 th digits used for OCCURS reporting.)			<u>APPROVED</u> Recognition Award	Current Credits
	<u>6-digit CIP</u>	<u>7th digit</u>	<u>8th digit</u>		
AAS Title: Horticulture AAS.HORT1	1.0601			<input checked="" type="checkbox"/> AAS (90-108 credits)	95-101
Option Title**				<input type="checkbox"/> OPTION to AAS Degree	
Related Certificates: Horticulture Certificate Irrigation Technician CP Plant Health Management CP				<input type="checkbox"/> Certificate of Completion	

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

LAST AMENDMENT APPROVED ON 01/15/21

TYPE OF PROGRAM AMENDMENT

(Check ALL That Apply)

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


CURRICULUM AMENDMENT

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

<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
OSU Transfer Courses							
HOR-112	Horticulture Career Exploration	24	2				
HOR-215	Herbaceous Perennials	44	3				
HOR-226	Plant Identification/Fall	44	4				
HOR-228	Plant Identification/Spring	44	4				
HOR-246	Organic Farming and Gardening	44	2				
Note: Many of the horticulture courses will also transfer as Lower Division Collegiate (LDC) credits.							
Horticulture Associate of Applied Science Degree: 1 st Year							
Fall Term1							
HOR-111	Horticulture Practicum/Fall	44	2				
HOR-115	Horticulture Safety	10	1				
HOR-223	Applied Plant Science	44	4				
HOR-226	Plant Identification/Fall	44	4				
MTH-050 or MTH-065 or higher level math	Technical Mathematics I or Algebra II or higher level math	44	4-5				
Winter Term2							
FYE-101	First Year Experience Level I	22	2				
HOR-133	Horticulture Practicum/Winter	44	2				
HOR-216	Integrated Pest Management	33	3				
HOR-222	Horticultural Computer Applications	20	2				
HOR-227	Plant Identification/Winter	44	4				
HOR-230	Equipment Operation & Maintenance	44	2				
Spring Term3							
HOR-112	Horticulture Career Exploration	24	2				
HOR-120	Pesticide Laws & Safety	12	1				
HOR-140	Soils	33	3				
HOR-143	Horticulture Practicum/Spring	44	2				
HOR-228	Plant Identification/Spring	44	4				
WR-101 Or WR-121	Communication Skills: Occupational Writing or English Composition	33- 44	3-4				
Summer Term4							
HOR-281	Horticulture/CWE	180	6				

Or HOR-280 and HOR-282	or Horticulture/CWE and Horticulture/CWE						
Horticulture Associate of Applied Science Degree: 2 nd Year							
Fall Term5							
BA-285 Or COMM-100	Human Relations in Business or Basic Speech Communication	33- 44	3-4				
HOR-235 Or HOR-236	Weed Identification or Insect Identification	20	2				
SPN-101	First-Year Spanish I	44	4				
--	Horticulture program electives		3				
--	Production and Management Focus Area		2-3				
Winter Term6							
BA-101	Introduction to Business	44	4				
BA-119	Project Management Practices	22	2				
HOR-231	Irrigation Design	44	3				
HOR-237	Disease Identification	20	2				
--	Horticulture program electives		3				
--	Production and Management Focus Area		3				
Spring Term7							
HOR-240	Irrigation Practices	44	3				
--	Horticulture program electives		8				
--	Production and Management Focus Area		2-4				
Production and Management Focus Area Take any 3 classes from this list							
Courses are listed in FA, WI, SP order							
Arboriculture							
HOR-262	Treework Practicum I	66	2				
HOR-131	Tree & Shrub Pruning	44	3				
HOR-261	Tree Diagnostics	44	2				
Greenhouse/Nursery							
HOR-130	Plant Propagation Theory	33	3				
HOR-122	Greenhouse I	44	3				
HOR-142	Greenhouse II	44	3				
Landscape							
HOR-224	Landscape Installation	44	3				
HOR-131	Tree & Shrub Pruning	44	3				
HOR-123	Landscape Maintenance	44	3				
Organic Farming							

HOR-113	Organic Farming Practicum/Fall	55	3				
HOR-136	Organic Farming Practicum/Winter	55	3				
HOR-141	Organic Farming Practicum/Spring	88	4				
Horticulture Program Electives Take 14 credits from this list							
Summer							
HOR-146	Fruit & Berry Growing	44	3				
HOR-211	Native Plant Identification	10	1				
				HOR-284	Organic Farming Practicum/Summer	108	3
Fall							
HOR-124	Food Harvest	44	3				
HOR-212*	Flower Arranger's Garden	44	2	REMOVE			
HOR-225	Arboriculture I	33	3				
HOR-235	Weed Identification	20	2				
HOR-236	Insect Identification	20	2				
HOR-241*	Nursery Management	33	3	REMOVE			
HOR-252	Kitchen Herbs	20	1				
				HOR-113	Organic Farming Practicum/Fall	55	3
				HOR-130	Plant Propagation Theory	33	3
				HOR-224	Landscape Installation	44	3
				HOR-262	Treework Practicum I	66	2
Winter							
HOR-229	Introduction to Landscape Design	44	3				
HOR-239	Tree Climber Training	24	1				
HOR-251	Herbal Products	20	1				
HOR-260	Arboriculture II	33	3				
HOR-290	Special Topics in Horticulture	66	3				
				HOR-122	Greenhouse I	44	3
				HOR-131	Tree & Shrub Pruning	44	3
				HOR-136	Organic Farming Practicum/Winter	55	3
Spring							
HOR-126*	Landscape Water Features	20	1				
HOR-127*	Landscape Lighting	20	1				
HOR-128*	Landscape Stones & Pavers	20	1				
HOR-129*	Landscape Decks & Fences	20	1				
HOR-135	Propagation of Edible Plants	44	3				
HOR-215	Herbaceous Perennials	44	3				
HOR-234*	Advanced Landscape Design	44	3				
HOR-244*	Ecological Landscape Design	44	3				

HOR-246	Organic Farming and Gardening	44	2				
HOR-250	Herb Growing and Gardening	20	1				
				HOR-123	Landscape Maintenance	44	3
				HOR-141	Organic Farming Practicum/Spring	88	4
				HOR-142	Greenhouse II	44	3
				HOR-261	Tree Diagnostics	44	2
Multiple Terms							
BA-223	Principles of Marketing	44	4				
HOR-281 Or HOR-280 And HOR-282	Horticulture/CWE or Horticulture/CWE And Horticulture/CWE	180	6				
WET-109	Backflow Assembly Operation and Testing	66	4				
*Offered Alternate Years							
TOTAL CURRENT CREDITS:			95-101	TOTAL PROPOSED CREDITS:			
College Contact	April Chastain			Telephone No.	3055		
Chief Academic Officer or PTE Dean Signature					Date	5/5/21	



Curriculum Committee Charter

Mission

The Clackamas Community College Curriculum Committee supports faculty in the development and implementation of high-quality curriculum that is accessible to all students, adaptable to changing needs, and accountable to the community by facilitating faculty collaboration and ownership of the curriculum and providing a venue for faculty to establish curricula and improve instructional programs.

Purpose

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. This includes, but is not limited to, new courses, revisions to existing courses, transferability, general education and related instruction issues, and new and revised 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/areas 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/areas, 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 [SP1]: We should have a conversation about the difference between curriculum that is "accessible" and curriculum that is equitable and inclusive, and that facilitates student success.

Commented [SP2R1]: "development and implementation" is maybe not quite what we do – current practice might be "refining and adopting" or "reviewing and approving"

Commented [SP3R1]: When new college mission is adopted, change language to match

Last Approved 03.05.2021

Membership

The membership of curriculum committee includes faculty and staff members from varied departments. This reflects an intentional effort to gather broad representation from the College community; these different perspectives help ensure that we can effectively challenge, support, and continuously improve the College's curriculum.

Commented [SP4]: New

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 Representative
- g. Dean, AFAC
- h. Financial Aid Representative
- i. Graduation Services Representative
- j. Director, Student Academic Support Services
- k. Academic and Career Coach Representative
- l. Dean, Arts and Sciences
- m. Associate Dean, Arts and Sciences
- n. Dean, TAPS
- o. Associate Dean, TAPS

Commented [SP5]: New

2. Regular faculty positions

- a. Faculty from each division are approved by their dean.
- b. We value full-time and part-time faculty representation. Faculty membership on the committee is reviewed regularly to ensure broad representation from divisions and compliance with relevant bargaining agreements.
- c. Regular members serve three-year terms.
- d. Committee may choose to retain a current representative beyond a three-year cycle, with dean approval.

Commented [SP6]: Updated

3. Chair

- a. The committee is chaired by a full-time faculty member, who serves a two-year term as chair.
- b. Chair duties include onboarding new members, leading meetings, putting agenda items up for a vote, checking in with review teams, and sharing updates at college council.
- c. In the current chair's final term, a call will be put out to nominate a new chairperson.
- d. After nominations, all members vote on the new chair according to the committee's voting guidelines (below).
- e. Chair terms can be extended beyond two years if a) they are approved as a continuing member of the committee by their dean, b) they are nominated for an extended term as chair, and c) committee members vote to approve the extended term.

Commented [SP7]: Waiting for recommendation from David Plotkin on this.

Commented [SP8]: Updated

Last Approved 03.05.2021

Review Teams

Review teams evaluate new and revised course outlines according to the Course Revision Guidebook standards. Division review teams are made up of all committee members in that division. Related Instruction and General Education review teams are made up of volunteers from the curriculum committee.

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

Commented [SP9]: Updated

Voting Guidelines

1. A quorum of at least $\frac{1}{3}$ of the voting members, with more than half of those being faculty members, must be present in order for a vote to take place.
2. 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.
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 to provide preparation time for the vote. At that time, it may be decided, or tabled further by a quorum vote.

Commented [SP10]: Is 1/3 too low? How do you vote, by consensus? Majority?

Commented [SP11R10]: Ask about this at committee

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 appropriate.

Definitions

Please see <http://handbook.ccwwebforms.net/handbook/glossary> for a list of terms commonly used in committee discussions.

Commented [SP12]: It may help to include some definitions that are specific to CCC. The link is lovely, but we should help newcomers know what we mean when we say INSS, IEP, etc.

Commented [SP13R12]: I have a Word Doc of all CCC acronyms, maybe add this to the committee's "additional documents"?

Commented [SP14]: I think different positions on the committee require different expectations and commitment. Those need to be called out.

Commented [SP15]: I don't know what it means to "act" as a representative. Does that mean the rep actively checks in with members in their department to get feedback? Are they expected to speak for those in their department? We need a shared understanding of what it means to represent.

Commented [SP16R15]: What does representation look like? What is useful for us as a committee and what is useful for individual departments/divisions?

Commented [SP17]: This time conflicts with many PT faculty member's classes, resulting in an equity issue. Consider 7:30-9am?
I think we need to have meaningful conversations about what it means to have so many meetings on Fridays. We can disenfranchise folks who regularly teach on Fridays, and I think it can lend itself to meeting fatigue. Perhaps this will be something we can talk about when we have our new strategic priorities in place.

Commented [SP18R17]: Bring to committee

New Member Orientation

The committee chair will provide orientation to the committee at the first meeting of each year. Additionally, committee members in their first term will be provided orientation by the committee chair and/or their division review team.

Committee Member Expectations/Commitment

In addition to attending meetings, members of the Curriculum Committee are expected to:

- Review Curriculum Committee process documents and Course Outline Review Guidebook
- Review meeting agenda and bring questions/comments to share at the meeting
- Participate on appropriate divisional review team
- Participate as needed on other subcommittees
- Act as the curriculum committee representative/liaison within their individual department/area

Meeting Schedule

The Curriculum Committee meets the first and third Friday of each month of Fall, Winter, and Spring terms, from 8-9:30am.