Curriculum Committee Agenda

May 21, 2021 (8-9:30am)

	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. **Related Instruction**
    a. BT-124 (Communication)
    b. CS-133VB (Computation)
  b. **Nursing**
    a. **Hours/Credits Changes:** NUR-101
  c. **Horticulture**
    a. **Course Inactivations:** HOR-125, 145, 148
    b. **Amendment:** Landscape Management AAS
  d. **Music**
    a. **Hours/Credits Changes:** MUP-122, MUP-125, MUP-150, MUP-222, MUP-225, MUS-218, MUS-219, MUS-220
    b. **Course Inactivations:** MUS-117
    c. **Amendment:** Music Performance & Technology AAS
  e. **Counseling**
    a. **Hours/Credits Changes**: HD-140
    b. **New Courses:** FYE-101ES
	Related Instruction Sub-Committee
	
	Kristie Vande Kamp
	
	April Chastain
	
	Lars Campbell
	
	Casey Sims
		Approval/21.SU
		
		Approval/21.SU
		
		Approval/21.SU
		
		Approval/21.SU
		
		Approval/21.SU

5. Old Business a.		

6. New Business
  a. **Curriculum Committee Chair Vote**
  b. **Feedback on WR-121ES**
	Chair
	Amanda Coffey
		Approval
		Discussion

7. Closing Comments a.		

Present: Dustin Bare, Rick Carino, Elizabeth Carney, Amanda Coffey, Megan Feagles (Recorder), Eden Francis, Sharron Furno, Sue Goff, Shalee Hodgson, Kerrie Hughes, Kara Leonard, Alice Lewis (Alternate Chair), Mike Mattson, Tracy Nelson, Scot Pruyn (Chair), Lisa Reynolds, Terrie Sanne, Charles Siegfried, Casey Sims, Tara Sprehe, Sarah Steidl, Dru Urbassik, Andrea Vergun, Helen Wand, Jim Wentworth-Plato

Guests: April Chastain

Absent: ASG Representative, George Burgess, Jeff Ennenga, Jason Kovac, David Plotkin, Cynthia Risan

1. **Welcome & Introductions**

2. **Approval of Minutes**
    a. Approval of the April 16, 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. **Program Suspensions**
        i. Geographic Information Systems (GIS) Technology CC
            1. Shalee Hodgson presented
            2. Suspending the one-year GIS certificate to bring back as a new less-than-one-year certificate
    Motion to approve, approved
    b. **New Programs**
        i. Geographic Information Systems (GIS) Technology CC
            1. Shalee Hodgson presented
            2. Taking out courses that aren't relevant to labor market outcomes.
            3. Will not be financial aid eligible since it's less than 24 credits. Shalee will bring that information back to faculty.
            4. Part-time faculty led the work and were involved heavily in these changes.
            5. New less-than-one-year version of the former one-year GIS certificate
            6. 19 total credits
    Motion to approve, approved
    c. **Program Amendments**
        i. Basic Health Sciences CPCC
            1. Shalee Hodgson presented
            2. Changing from career pathway to stand-alone certificate
            3. Changing title to Healthcare Careers
            4. Removed CLA-100 and MTH-065. Added MA-135 and option to take WR-101. Total credits change from 17 to 13-14.
            5. Wasn't a good entry point to the labor market. Employers were very involved in the redesign of the program. Ed Partnerships and other departments collaborated on these changes.
    Motion to approve, approved
        ii. Horticulture AAS
            1. April Chastain presented
            2. Got feedback from Graduation Services and removed 2 courses from electives. Added some other courses to electives. No total credit change.
            3. Add HOR-284 to summer term electives
    Motion to approve (with changes), approved

5. **Old Business**

a. Charter Feedback from College Council
    i. Scot Pruyn presented
    ii. Mission
        1. Question about use of the word "accessible" in the mission.
        2. An example was given of a welding class where a person with a vision impairment might not find that class accessible.
        3. It was suggested to use an existing definition of "accessible". Perhaps use the new college mission once it is adopted.
    iii. Is a quorum of 1/3 voting members present too low?
        1. It was suggested that non-present voting members could send in a proxy vote to meet the minimum.
        2. It was suggested to look back over past meetings to see how often we would have run into a problem if this rule were applied.
    iv. There was discussion about the 8am meeting time. Sometimes faculty have to leave at 9am to teach. Could the meeting be moved to 7:30am?
    v. Can we nominate a chair for next year to vote for next time?
        1. Scot Pruyn was nominated and seconded. He accepted the nomination. He will be on sabbatical during the 22-23 year.

6. **New Business**
    a. Online Catalog Demonstration
        i. Dru Urbassik presented
        ii. Online catalog launches Monday, May 10th.
        iii. Formatted similar to existing print catalog, but will be changing and making improvements over the next few years

7. **Closing Comments**
    a.

-Meeting Adjourned-

Next Meeting: May 21, 2021 (8-9:30am)

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
BA-280	Business/CWE	2021/SU
CS-181	CMS Web Development	2021/SU
CS-275	Database Design	2021/SU
FYE-101	First Year Experience Level I	2021/SU
FYE-102	First Year Experience Level II	2021/SU
FYE-103	First Year Experience Level III	2021/SU
G-145	Geology of the Pacific Northwest	2021/SU
MUP-104	Pep Band/Combo-Improv	2021/SU
MUS-101	Music Fundamentals	2021/SU
MUS-102	Music Fundamentals	2021/SU
MUS-103	Music Fundamentals	2021/SU
MUS-106	Audio Recording at Home	2021/SU
MUS-148	Live Sound Engineering	2021/SU
MUS-214	Keyboard Skills II	2021/SU
MUS-215	Keyboard Skills II	2021/SU
MUS-216	Keyboard Skills II	2021/SU
NUR-100	Nursing Assistant I	2021/SU
NUR-100C	Nursing Assistant I Clinical	2021/SU
TA-141	Acting I	2021/SU
TA-142	Acting II	2021/SU
TA-143	Acting III	2021/SU

Clackamas Community College

Online Course/Outline Submission System

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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: BA - 280

 # Credits: 6

Contact hours

Lecture (# of hours):
Lec/lab (# of hours):
Lab (# of hours): 216
Total course hours: 216

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

Course Title: Business/CWE

Course Description:

Cooperative work experience. On-the-job experience in a business related to the student's major course of study. Under supervision of instructor and employer. Variable Credit: 2-6 credits. May be repeated for up to 6 credits. Required: Student Petition.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 6

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): Business AAS Degrees & certificates

Are there prerequisites to this course?

No

Are there corequisites to this course?

Yes

Co-reqs: CWE-281

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

Yes

Recommendations:

Requirements: Student Petition

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**
✓ **Fall**
✓ **Winter**

✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. apply academic knowledge, skills, and abilities to a work environment specific to a business program of study;
2. demonstrate appropriate soft skill habits (e.g. time management, interpersonal relations, attendance, appearance, and problem solving).
3. prepare a resume suitable for presentation to a prospective employer;
4. establish and demonstrate progress toward a career goal;
5. analyze interests, strengths, and weaknesses relating to career goals;

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Meet individually with BA280 instructor.
2. Do individual projects in CWE seminar.
3. Orientation and establishment of individual and group goals.
4. Complete no less than three objectives at the work site.
5. Meet with instructor and supervisor to determine work experience progress and achievement of outcomes/objectives.
5. Document work activities and hours worked.
6. Discuss human relation issues at work site.
8. Summary and evaluation.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

How does it transfer? (Check all that apply)

:

First term to be offered:

Next available term after approval

:

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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 - 181

 # 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: CMS Web Development

Course Description:

Explores creating dynamic and interactive websites via the use of a current content management systems (CMS). Includes installation of CMS/database, working with templates, creating efficient site navigation, enhancing sites using components, modules, plugins, and extensions, to include shopping cart utilities.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): Web Design Certificate; Web Design & Development AAS

Are there prerequisites to this course?

Yes

Pre-reqs: CS-125H, or equivalent experience with HTML & CSS

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. describe the advantages of web development via CMS tools;
2. explain the major components of a CMS solution;
3. use a current CMS to create personal and/or business websites including:
a. installation of database;
b. initial administrative user setup;
c. customizing the look and feel through templates and user-added enhancements;
d. creation of a custom theme for a CMS
4. explain the components of a shopping cart, and related terms;
5. implement a current shopping cart utility to create eCommerce sites that allow visitors to purchase items with PayPal or credit card information.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Overview of Content Management Systems.
2. Installation of CMS.
a. Understanding the database.
b. Administrative user access.
c. Exploring the control panel.
3. Installing and modifying existing templates.
4. Managing site content.
5. Site navigation.
6. Installing and configuring extras.
a. Components.
b. Modules.
c. Extensions.
7. Overview of Shopping Carts.
8. Installation of Shopping Carts.
a. Understanding the database.
b. Merchant account providers.
9. Managing shopping cart content and formatting.

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

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

3. Prevent environmental degradation　　**No**

4. Clean up natural environment　　**No**

5. Supports green services　　**No**

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

How does it transfer? (Check all that apply)

✓ **general elective**
:

First term to be offered:

Next available term after approval
:

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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 - 275

 # Credits: 3

Contact hours

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

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

Course Title: Database Design

Course Description:

Focuses on design of a relational database management systems (RDMS). Topics will include database development using the a) requirement, b) design, c) implementation model, database theory from flat table design to relational systems, entity-relationship models, one-to-one, one-to-many, and many-to-many relationships, referential integrity, normalization of tables, database programming and querying with SQL, and database security. Although other platforms may be demonstrated, the majority of work will be done with MySQL Server.

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

✓ Mathematics

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

Yes

Name of degree(s) and/or certificate(s): Computer & Network Administration AAS & Certificate; Computer Application Support AAS & Certificate; Web Design Certificate; Web Design & Development AAS

Are there prerequisites to this course?

Yes

Pre-reqs: CS-120 and 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. define common database terminology, including but not limited to: entities, entity sets, tuples, relationships, cardinality and modality of relationships, tables, keys, fields, records;
2. define and apply the first three normal forms;
3. create entity relationship diagrams (ERDs) up to the 3rd normal form when provided with a case study or needs analysis;
4. use SQL statements create and interact with database objects, as well as for a variety of database queries, including multi-table queries, queries using statistical functions, and nested queries;
5. explain the significance of security in database administration and describe best practice for creating users and assigning permissions;
6. build a flexible, normalized, and secure database from an initial needs analysis to finished product.

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

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

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

SP: Speech/Oral Communication Outcomes

    1. Engage in ethical communication processes that accomplish goals.

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

    3. Build and manage relationships.

MA: Mathematics Outcomes:

P   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:

✓ **Projects**

✓ **Rubrics**

:

Major Topic Outline:

1. Introduction to databases.
a. Flat file vs relational database design.
b. Creating the development environment.
c. Introduction to SQL & the MySQL monitor.
2. Data modeling.
a. Needs analysis.
b. Entities, relationships, primary & foreign keys.
c. Entity relationship diagrams.
c1. Using Chen's notation.
c2. Using Crow's-Foot notation.
3. Normalization.
a. 1NF-5NF.
b. How's and why's of creating "un-normalized" tables.
4. Creating & modifying database structures.
a. Using CREATE statements.
b. Data types.
c. Assigning primary and foreign keys.
d. Importing and INSERTing data.
5. Querying.
a. Basic SELECT statements.
b. Using accumulating functions and aliases.
c. Using nested SELECT statements.
d. Querying multiple tables.
6. Database security.
a. Overview.
b. Users.
c. Privileges.

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

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Section #1 General Course Information

Department: Counseling

Submitter

First Name: Stephanie
Last Name: Schaefer
Phone: 6135
Email: sschaefer

Course Prefix and Number: FYE - 101

 # Credits: 2

Contact hours

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

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

Course Title: First Year Experience Level I

Course Description:

This is the first course in a 3-course sequence designed to help students adjust to a new campus, connect with other students, understand college expectations and systems, and access services available through the college. The First Year Experience Level I course is designed to help students in developing relationships with students and faculty, and to build student behaviors for successfully completing classes and continuing college through to completion.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?
Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)*

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: No

When do you plan to offer this course?

✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

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

Yes

Course Number: FYE 101ES   Title: First Year Experience

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. complete course assignments using Moodle and MyClackamas;
2. demonstrate elements of comprehensive college planning including developing an academic plan;
3. demonstrate self-reflection in evaluating their academic progress;
4. exhibit effective student behaviors including applying study skills and using the Learning Center;
5. attend college activities or events that lead to increased knowledge of the college and engagement with members of the college community.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Self-Management
2. Goal Setting
3. Personal Responsibility
4. Educational Planning
5. Personal Awareness
6. Stress Management

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

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

Percent of course: 0%

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

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

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

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

UGST 101 - U of O
UnSt 194 - PSU

How does it transfer? (Check all that apply)

✓ **general elective**
:

First term to be offered:

Next available term after approval
:

Clackamas Community College

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Section #1 General Course Information

Department: Counseling

Submitter

First Name: Stephanie
Last Name: Schaefer
Phone: 6135
Email: sschaefer

Course Prefix and Number: FYE - 102

 # Credits: 1

Contact hours

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

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

Course Title: First Year Experience Level II

Course Description:

This course is a second in the First Year Experience sequence offered to new CCC students. This course is designed for students who want to continue to delve in depth into future educational and career planning, financial aid and scholarships, applied study skills, and college and community resources.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: FYE-101

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: No

When do you plan to offer this course?

✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. write a scholarship essay,
2. create an educational and career plan appropriate to their career goal,
3. access college and community resources needed for college success,
4. demonstrate successful study strategies,
5. access several funding options for college.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Career planning.
2. Funding college.
3. General college resources.
4. Academic support.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

How does it transfer? (Check all that apply)

✓ **general elective**
:

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Counseling

Submitter

First Name: Stephanie
Last Name: Schaefer
Phone: 6135
Email: sschaefer

Course Prefix and Number: FYE - 103

 # Credits: 1

Contact hours

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

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

Course Title: First Year Experience Level III

Course Description:

This is the third course in the First Year Experience sequence. This course is designed to help students prepare for their future, including transferring to another school or university, how to search for employment, becoming proficient in the use of test taking skills, and how to break large projects and assignments into more manageable pieces for successful completion.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: FYE-102

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: No

When do you plan to offer this course?

✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. identify appropriate steps to take to successfully graduate,
2. demonstrate knowledge of how to search for jobs in the 21st century by creating a job search plan,
3. apply test taking skills to exams,
4. prepare a thorough project plan for a large assignment.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Graduation and beyond.
2. Transferring.
3. Job searching.
4. Test taking skills.
5. Large project management.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

How does it transfer? (Check all that apply)

✓ **general elective**
:

First term to be offered:

Next available term after approval
:

Clackamas Community College

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Section #1 General Course Information

Department: Sciences

Submitter

  First Name: Sarah
  Last Name: Hoover
  Phone: 3354
  Email: sarahh

Course Prefix and Number: G - 145

 # Credits: 4

Contact hours

  Lecture (# of hours): 33
  Lec/lab (# of hours):
  Lab (# of hours):   33
  Total course hours: 66

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

Course Title: Geology of the Pacific Northwest

Course Description:

An introductory lab course that explores the geology and historic development of Northwest with an emphasis on Oregon geology. Each of Oregon's geologic regions is examined by using basic geologic principles, rock types, hazards and the Northwest's tectonic history.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations:

Requirements: Two full day Saturday field trips

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**

✓ **Not every year**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. analyze the scientific development of fundamental theories and concepts of geology such as the theory of plate tectonics, the geological structure of the Earth and the rock cycle; (SC1)(SC3)
2. apply the geological time table and geological maps to interpret the development of a region, (SC1) (SC2)
3. gather historical data and predict the plate tectonic history of a region based on the rocks found in a region, (SC2)
4. use maps, field observations and tectonic data to predict geological hazards associated with different regions in the Northwest United States; (SC2) (SC3)
5. locate and identify the 9 physiographic regions of Oregon and describe the general geological history of each region, (SC1)
6. gather data on fossils found in the NW and describe past geologic environments of these regions based on these data, (SC2)
7. distinguish between igneous, sedimentary and metamorphic rocks based on their appearance and formation and discuss where in the NW each type dominates. (SC2)

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Introduction.
a. Basic Geologic Principles and Geologic Time.
b. Geologic Provinces of Oregon.
c. Plate Tectonic Theory.
2. Eastern Blue Mountains.
a. Pre-Tertiary Exotic Accretions.
3. Western Blue Mountains.
a. Snake River Plains.
4. Basin and Range.
5. High Lava Plains.
6. Columbia River Basalts (Deschutes-Umatilla Plateau).
7. Cascades.
8. Geology of the Willamette Valley.
9. Coast Range.

Lab Topic Outline
1. Mineral Properties and mineral ID.
2. Metamorphic rocks and environments.
3. Igneous textures and rocks
4. Sedimentary rocks and environments. a. The Coastal Plain and the Willamette Valley.
5. Maps.
6-10. Two Saturday field trips: 9 hours each. Possible trips include
a. The Oregon Coast and the Coast Range.
b. The Cascades and the Columbia River Gorge.
c. The Portland Metro Area and the Geologic Development of the Willamette Valley

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

✓ **PSU (Portland State University)**

✓ **OSU (Oregon State University)**
✓ **OSU-Cascade**
✓ **UO (University of Oregon)**

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

OSU: GEO LDT UO: G120T

How does it transfer? (Check all that apply)

✓ **general elective**
:

First term to be offered:

Next available term after approval
:

Clackamas Community College

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Section #1 General Course Information

Department: Music

Submitter

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

Course Prefix and Number: MUP - 104

 # Credits: 1

Contact hours

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

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

Course Title: Pep Band/Combo-Improv

Course Description:

Instrumental performing group concentrating on rock, pop, and contemporary styles in the small to medium-sized group setting. No audition required. May be repeated for up to 8 credits.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 8

Is general education certification being sought at this time?

No

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

No

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

Yes

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

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: MUP-105 or MUP-125

Requirements:

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Fall**
✓ **Winter**

✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. perform common small group/combo styles;
2. articulate form, introduction, and ending conventions;
3. demonstrate performance of basic skills necessary to perform in a small group/combo.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Music sight reading.
a. Determine strengths/weaknesses of the ensemble.
2. Performance repertoire selection.
a. Based on results of sight reading.
b. Parts assigned.
c. Recorded examples researched.
3. Performance repertoire rehearsal.
a. Sectional rehearsals.
b. Ensemble rehearsals.
c. Listening to recorded examples.
4. Performance of repertoire.
a. Public concerts.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

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

Jazz Combo

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

First term to be offered:

Next available term after approval
:

Clackamas Community College

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Section #1 General Course Information

Department: Music

Submitter

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

Course Prefix and Number: MUS - 101

 # Credits: 3

Contact hours

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

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

Course Title: Music Fundamentals

Course Description:

Introduction to fundamentals of reading and writing music. Designed for non-majors or majors needing substantial preparation for Music Theory I.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Fall
✓ Winter
✓ Spring

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate basic music notation as related to rhythm;
2. read basic-level rhythms;
3. discuss basic harmony.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Reading music notation.
a. Building major scales.
b. Major key signatures.
c. Determining intervals by size and quality.
d. Major triads.
e. Transposition.
f. Reading rhythms.
2. Minor scales & minor key signatures.
a. Augmented & diminished triads.
b. Transposition.
c. Triads within key.
d. All Major & minor keys.
e. 7th chords – all types.
f. Inverted chords.
g. Determining intervals by ear.
h. Reading rhythms.
3. Creating accompaniment patterns using inverted chords.
a. Original composition.
b. Modes.solfeg.
c. Ear-training.
d. Composition.
e. Extension of concepts from previous terms.
f. Reading rhythms.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

✓ **EOU (Eastern Oregon University)**

✓ **OSU (Oregon State University)**

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

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

Music Fundamentals, Basic Materials of Music

How does it transfer? (Check all that apply)

✓ **required or support for major**

:

First term to be offered:

Next available term after approval
:

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Section #1 General Course Information

Department: Music

Submitter

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

Course Prefix and Number: MUS - 102

 # Credits: 3

Contact hours

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

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

Course Title: Music Fundamentals

Course Description:

Continues an introduction to fundamentals of reading and writing music. Designed for non-majors or majors needing substantial preparation for Music Theory I.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: MUS-101

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate music notation as related to rhythm;
2. read beginner-level rhythms;
3. discuss intermediate harmony.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Reading music notation.
a. Building major scales.
b. Major key signatures.
c. Determining intervals by size and quality.
d. Major triads.
e. Transposition.
f. Reading rhythms.
2. Minor scales & minor key signatures.
a. Augmented & diminished triads.
b. Transposition.
c. Triads within key.
d. All major & minor keys.
e. 7th chords – all types.
f. Inverted chords.
g. Determining intervals by ear.
h. Reading rhythms.
3. Creating accompaniment patterns using inverted chords.
a. Original composition.
b. Modes solfeg.
c. Ear-training.
d. Composition.
e. Extension of concepts from previous terms.
f. Reading rhythms.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

✓ **EOU (Eastern Oregon University)**

✓ **OSU (Oregon State University)**

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

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

Music Fundamentals, Basic Materials of Music

How does it transfer? (Check all that apply)

✓ **required or support for major**

:

First term to be offered:

Next available term after approval
:

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Section #1 General Course Information

Department: Music

Submitter

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

Course Prefix and Number: MUS - 103

 # Credits: 3

Contact hours

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

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

Course Title: Music Fundamentals

Course Description:

Continuance of an introduction to fundamentals of reading and writing music. Designed for non-majors or majors needing substantial preparation for Music Theory I.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: MUS-102

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Spring

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate basic music notation as related to rhythm;
2. read intermediate-level rhythms;
3. discuss intermediate-level harmony.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Reading music notation.
a. Building major scales.
b. Major key signatures.
c. Determining intervals by size and quality.
d. Major triads.
e. Transposition.
f. Reading rhythms.
2. Minor scales & minor key signatures.
a. Augmented & diminished triads.
b. Transposition.
c. Triads within key.
d. All major & minor keys.
e. 7th chords – all types.
f. Inverted chords.
g. Determining intervals by ear.
h. Reading rhythms.
3. Creating accompaniment patterns using inverted chords.
a. Original composition.
b. Modes.solfeg.
c. Ear-training.
d. Composition.
e. Extension of concepts from previous terms.
f. Reading rhythms.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

✓ **EOU (Eastern Oregon University)**

✓ **OSU (Oregon State University)**

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

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

How does it transfer? (Check all that apply)

✓ **required or support for major**

:

First term to be offered:

Next available term after approval
:

Clackamas Community College

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Section #1 General Course Information

Department: Music

Submitter

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

Course Prefix and Number: MUS - 106

 # Credits: 1

Contact hours

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

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

Course Title: Audio Recording at Home

Course Description:

An overview of the basic tools and techniques used in audio recording at home. Depending on participant needs, topics may include signal path, microphone applications, software, hardware, outboard gear, soldering techniques, tracking, mixing, and editing.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. exhibit improved skills in home recording techniques;
2. exhibit improved knowledge in troubleshooting home recording issues.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Signal path.
2. Microphones.
a. Techniques.
b. Applications.
3. Recording equipment.
a. Analog.
b. Digital.
b1. Recording machines.
b2. Mixers.
b3. Effects.
b4. Tape/hard drive.
4. Recording techniques.
a. Studio.
b. Live.
c. Effects use.
5. Editing.
a. Cut and paste.
b. Splicing/cross fading.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

How does it transfer? (Check all that apply)

:

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Music

Submitter

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

Course Prefix and Number: MUS - 148

 # 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: Live Sound Engineering

Course Description:

Introduction to the basic techniques and tools used in live sound engineering and mixing. Areas of study include set up, signal path, microphone applications, hardware, and outboard gear.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Fall

✓ Spring

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate knowledge of basic live sound set-ups;
2. exhibit understanding of signal path;
3. display knowledge of common microphone applications;
4. demonstrate basic understanding of common hardware and outboard gear.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Primary equipment.
a. Amplifiers.
b. Speakers.
c. Mixers.
d. Microphones.
2. Signal path.
3. Microphone applications.
4. Common stage plots.
5. Setup/mixing in the live environment.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

How does it transfer? (Check all that apply)

:

First term to be offered:

Next available term after approval

:

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Section #1 General Course Information

Department: Music

Submitter

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

Course Prefix and Number: MUS - 214

 # Credits: 2

Contact hours

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

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

Course Title: Keyboard Skills II

Course Description:

Advanced keyboard applications of the materials of diatonic and chromatic music.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: MUS-129

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

No

Are there corequisites to this course?

Yes

Co-reqs: MUS-211

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

Yes

Recommendations:

Requirements: Required for second-year music majors

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Fall**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. play keyboard instruments to demonstrate concepts studied in MUS-211,
2. improvise intermediate-level music,
3. sight-read written music,
4. transpose written music,
5. harmonize intermediate-level music in two hands.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Harmonic progression.
2. Harmonization.
3. Sight-reading in two hands.
4. Playing by ear, scales and arpeggios.
5. Improvisation, and transposition.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

✓ **EOU (Eastern Oregon University)**

✓ **OSU (Oregon State University)**

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

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

Advanced Class Piano, Keyboard Skills

How does it transfer? (Check all that apply)

✓ **required or support for major**

:

First term to be offered:

Next available term after approval
:

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Section #1 General Course Information

Department: Music

Submitter

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

Course Prefix and Number: MUS - 215

 # Credits: 2

Contact hours

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

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

Course Title: Keyboard Skills II

Course Description:

Second course in the sequential second year of advanced keyboard applications covering the materials of diatonic and chromatic music.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: MUS-214

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

No

Are there corequisites to this course?

Yes

Co-reqs: MUS-212

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

Yes

Recommendations:

Requirements: Required for second-year music majors

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

No

Will this class use library resources?

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. play keyboard instruments to demonstrate concepts studied in MUS-212,
2. improvise intermediate-level music,
3. sight-read written music,
4. transpose written music,
5. harmonize intermediate-level music in two hands.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Harmonic progression.
2. Harmonization.
3. Sight-reading in two hands.
4. Playing by ear, scales and arpeggios.
5. Improvisation, and transposition.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

✓ **EOU (Eastern Oregon University)**

✓ **OSU (Oregon State University)**

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

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

Advanced Class Piano, Keyboard Skills

How does it transfer? (Check all that apply)

✓ **required or support for major**

:

First term to be offered:

Next available term after approval
:

Clackamas Community College

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Section #1 General Course Information

Department: Music

Submitter

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

Course Prefix and Number: MUS - 216

 # Credits: 2

Contact hours

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

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

Course Title: Keyboard Skills II

Course Description:

Third course in the sequential second year of advanced keyboard applications covering the materials of diatonic and chromatic music.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: MUS-215

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

No

Are there corequisites to this course?

Yes

Co-reqs: MUS-213

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

Yes

Recommendations:

Requirements: Required for second-year music majors

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

No

Will this class use library resources?

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. play keyboard instruments to demonstrate concepts studied in MUS-213,
2. improvise intermediate-level music,
3. sight-read written music,
4. transpose written music,
5. harmonize intermediate-level music in two hands.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Harmonic progression.
2. Harmonization.
3. Sight-reading in two hands.
4. Playing by ear, scales and arpeggios.
5. Improvisation, and transposition.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

✓ **EOU (Eastern Oregon University)**

✓ **OSU (Oregon State University)**

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

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

Advanced Class Piano, Keyboard Skills

How does it transfer? (Check all that apply)

✓ **required or support for major**

:

First term to be offered:

Next available term after approval
:

Clackamas Community College

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Section #1 General Course Information

Department: HTHS

Submitter

First Name: Kristie
Last Name: Vande Kamp
Phone: 6219
Email: kristievk

Course Prefix and Number: NUR - 100

 # Credits: 7

Contact hours

Lecture (# of hours): 30
Lec/lab (# of hours): 50
Lab (# of hours):
Total course hours: 80

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

Course Title: Nursing Assistant I

Course Description:

Prepares the student to perform routine nursing assistant tasks to clients in sub-acute care settings as well as in the community. Includes 80 hours of didactic and skills lab instruction. May not be challenged. Required: Student Petition.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): Certified Nursing Assistant and Geronotology Specialist certificate

Are there prerequisites to this course?

No

Are there corequisites to this course?

Yes

Co-reqs: NUR-100C

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

Yes

Recommendations:

Requirements: Student Petition.

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F Only

Audit: No

When do you plan to offer this course?

✓ **Summer**
✓ **Fall**
✓ **Winter**

✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. identify the role of the NA in the health care setting with emphasizes on the care of the geriatric resident/patient,
2. assume the professional role of the NA student in a structured learning environment and in community settings,
3. demonstrate effective communication skills in the classroom to instructors and fellow students,
4. demonstrate NA skills safely according to established criteria in lab setting,
5. understand rules of conduct for NA as well as ethical and legal aspects of practice,
6. describe human needs and how to integrate knowledge, attitudes and skills to enhance cross-cultural communication to foster respectful interactions with others;
7. demonstrate appropriate use and understanding of Standard or Transmission-based precautions,
8. understand basic nutritional processes and factors affecting eating and nutrition,
9. organize personal care needs and foster optimal independence for the client,
10. describe the care and support given during the time surrounding death.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Role of the NA as a member of the health care team.
2. Communication and interpersonal skills.
3. Protecting client's rights, promoting independence and providing holistic care.
4. Infection control and standard precautions.
5. Safety and emergency procedures.
6. Delivery of care to an aging population.
7. Physiological changes that occur to various body systems throughout the lifespan.
8. Activities of daily living.
9. Person-centered care.
10. Collaboration with health care team.
11. Observation and reporting.
12. Principles of documentation.
13. End of life care.

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval

:

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Online Course/Outline Submission System

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Section #1 General Course Information

Department: HTHS

Submitter

First Name: Kristie
Last Name: Vande Kamp
Phone: 6219
Email: kristievk

Course Prefix and Number: NUR - 100C

 # Credits: 0

Contact hours

Lecture (# of hours):
Lec/lab (# of hours):
Lab (# of hours):   82
Total course hours: 82

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

Course Title: Nursing Assistant I Clinical

Course Description:

Prepares the student to perform routine nursing assistant tasks to clients in hospitals, long-term and skilled care facilities, as well as the community. Includes 82 hours of clinical practicum. May not be challenged. Required: Student Petition.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): Nursing Assistant-Geronotology Specialist certificate

Are there prerequisites to this course?

No

Are there corequisites to this course?

Yes

Co-reqs: NUR-100

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

Yes

Recommendations:

Requirements: Student Petition.

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

Pass/No Pass Only

Audit: Yes

When do you plan to offer this course?

✓ **Summer**
✓ **Fall**

✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. identify the role of the NA in the health care setting,
2. assume the professional role of the NA student in a structured learning environment and in community settings,
3. demonstrate effective communication skills in the classroom and clinical setting,
4. demonstrate nursing assistant skills safely according to established criteria,
5. articulate ethical issues faced in health care,
6. demonstrate appropriate use and understanding of standard precautions.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Role of the NA as a member of the health care team.
2. Communication and interpersonal skills.
3. Protecting client's rights, promoting independence and providing holistic care.
4. Infection control and standard precautions.
5. Safety and emergency procedures.
6. Delivery of care to an aging population.
7. Physiological changes that occur to various body systems throughout the lifespan.
8. Activities of daily living.
9. Person-centered care.
10. Collaboration with health care team.
11. Observation and reporting.
12. Principles of documentation.
13. End of life care.

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval

:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: COTA

Submitter

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

Course Prefix and Number: TA - 141

 # Credits: 4

Contact hours

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

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

Course Title: Acting I

Course Description:

Studies the methods, techniques, and theories of acting as an art form. Students perform acting exercises and monologues/scenes from dramatic literature, attend lectures, and participate in work-shopping and discussion. Written work is assigned that includes response and analysis papers. Introduces vocal, physical, and script analysis skills. First in a series.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ **Arts and Letters**

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: WRD-098 or placement in WR-121

Requirements:

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Fall

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. develop a character for performance through script analysis and practice of line actions, theatrical beats, and physical and vocal acting technique; (AL1), (AL2)
2. identify and communicate these principles effectively as they observe and work with other students in the class; (AL1) (AL2)
3. write a response paper about selected coursework which demonstrates critical thinking through analysis of dramatic conflict and resolution, given circumstances, historical and/or cultural context, thematic content, and genre or style; (AL1), (AL2)
4. Utilize technology in research and/or performance of selected projects. (AL2)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

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

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

SP: Speech/Oral Communication Outcomes

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

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

P　　3. Build and manage relationships.

MA: Mathematics Outcomes:

　　1. Use appropriate mathematics to solve problems.

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

AL: Arts and Letters Outcomes

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

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

SS: Social Science Outcomes

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

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

SC: Science or Computer Science Outcomes

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

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

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

<div align="center">

✓ **Writing Assignments**
✓ **Industry Standards**

</div>

✓ **Rubrics**

✓ **Performances/Simulation**
:

Major Topic Outline:

1. Memorization of two monologues and/or entire scene
2. Performance of monologues and/or scenes in class and/or on self-tapes (self-tapes are industry standard for submitting auditions for theater, film, and audio production)
3. Character development and exploration to include the articulation and use of line actions and actor beats (line actions and actor beats identify the actor's motivation, objective, and intention in performance)
4. Improvisation techniques and exercises to develop physical and vocal awareness and collaborative acting skills
5. Play reading techniques: given circumstances, dialogue, dramatic action, character, themes, tone, and genre
6. Writing topics: line actions, actor beats, response papers on the study plays

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

How does it transfer? (Check all that apply)

✓ **general education or distribution requirement**
✓ **general elective**
:

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

First term to be offered:

Next available term after approval

:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: COTA

Submitter

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

Course Prefix and Number: TA - 142

 # Credits: 4

Contact hours

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

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

Course Title: Acting II

Course Description:

Further studies the methods, techniques, and theories of acting as an art form. Workshop, discussion, and performance of exercises and monologues/scenes from dramatic literature with written assignments to include response and analysis papers. Intermediate work on vocal, physical, and script analysis skills with special focus on language. Second in a series.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ Arts and Letters

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: TA-141 and WRD-098 or placement in WR-121

Requirements:

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ 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. develop a character for performance through script analysis and practice of line actions, theatrical beats, and physical and vocal acting techniques; (AL1), (AL2)
2. identify and communicate these principles effectively as they observe and work with other students in the class; (AL1) (AL2)
3. write a response paper about selected coursework which demonstrates critical thinking through analysis of dramatic conflict and resolution, given circumstances, historical and/or cultural context, thematic content, and genre or style; (AL1), (AL2)
4. Utilize technology in research and/or performance of selected projects. (AL2)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

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

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

SP: Speech/Oral Communication Outcomes

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

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

P　　3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

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

AL: Arts and Letters Outcomes

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

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

SS: Social Science Outcomes

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

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

SC: Science or Computer Science Outcomes

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

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

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

<p align="center">✓ Writing Assignments</p>

✓ **Rubrics**

✓ **Performances/Simulation**
:

Major Topic Outline:

1. Memorization of two monologues and/or entire scene
2. Performance of monologues and/or scenes in class and/or on self-tapes (self-tapes are industry standard for submitting auditions for theater, film, and audio production)
3. Character development and exploration to include the articulation and use of line actions and actor beats (line actions and actor beats identify the actor's motivation, objective, and intention in performance)
4. Improvisation techniques and exercises to develop physical and vocal awareness and collaborative acting skills
5. Play reading techniques: given circumstances, dialogue, dramatic action, character, themes, tone, and genre
6. Writing topics: line actions, actor beats, response papers on the study plays

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

✓ **EOU (Eastern Oregon University)**

✓ **OSU (Oregon State University)**

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

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

How does it transfer? (Check all that apply)

✓ **general ed****ucation or distribution requirement**
✓ **general elective**
:

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

✓ **Other. Please explain.**

Transfers as AAOT Arts and Letters requirement

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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| Reject | | Publish |

Section #1 General Course Information

Department: COTA

Submitter

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

Course Prefix and Number: TA - 143

 # Credits: 4

Contact hours

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

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

Course Title: Acting III

Course Description:

Further studies the methods, techniques, and theories of acting as an art form. Workshop, discussion, and performance of exercises and monologues/scenes from dramatic literature with written assignments to include response and analysis papers. Advanced work on vocal and physical skills with special focus on character and creation of material. Third in a series.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ **Arts and Letters**

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: WRD-098, and TA-141 or TA-142

Requirements:

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. develop a character for performance through script analysis and practice of line actions, actor beats, and physical and vocal acting technique; (AL1), (AL2)
2. identify and communicate these principles effectively as they observe and work with other students in the class; (AL1) (AL2)
3. write a response paper about selected coursework which demonstrates critical thinking through analysis of dramatic conflict and resolution, given circumstances, historical and/or cultural context, thematic content, and genre or style; (AL1), (AL2)
4. Utilize technology in research and/or performance of selected projects. (AL2)

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

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

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

SP: Speech/Oral Communication Outcomes

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

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

P   3. Build and manage relationships.

MA: Mathematics Outcomes:

     1. Use appropriate mathematics to solve problems.

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

AL: Arts and Letters Outcomes

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

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

SS: Social Science Outcomes

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

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

SC: Science or Computer Science Outcomes

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

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

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

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

✓ **Rubrics**

✓ **Performances/Simulation**
:

Major Topic Outline:

1. Memorization of two monologues and/or entire scene
2. Performance of monologues and/or scenes in class and/or on self-tapes (self-tapes are industry standard for submitting auditions for theater, film, and audio production)
3. Character development and exploration to include the articulation and use of line actions and actor beats (line actions and actor beats identify the actor's motivation, objective, and intention in performance)
4. Improvisation techniques and exercises to develop physical and vocal awareness and collaborative acting skills
5. Play reading techniques: given circumstances, dialogue, dramatic action, character, themes, tone, and genre
6. Writing topics: line actions, actor beats, response papers on the study plays

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

How does it transfer? (Check all that apply)

✓ **general education or distribution requirement**
✓ **general elective**
:

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

✓ **Other. Please explain.**

Transfer credit for AAOT requirement

First term to be offered:

Next available term after approval
:

Course Number	Title	Related Instruction Area
BT-124	Business Editing I	Communication
CS-133VB	Visual Basic.NET I	Computation

Clackamas Community College

Online Course/Outline Submission System

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Date approved: May 7, 2021 Certified General Education Area(s): None

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).

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES
COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

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

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

SP: Speech/Oral Communication Outcomes

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:

✓ **Projects**

✓ **Writing Assignments**

✓ **Presentations**

✓ **Criteria**

✓ **Portfolios**

✓ **Rubrics**

:

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 Print | Edit | Delete | Back

Date approved: May 7, 2021 Certified General Education Area(s): None

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 I 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.

AAOT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

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

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

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

3. Build and manage relationships.

MA: Mathematics Outcomes:

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

:

Course	Current Hours/Credits	Proposed Hours/Credits
NUR-101	36 LECT, 22 LE/LA/5 Credits	36 LECT, 24 LE/LA/5 Credits

Clackamas Community College

Online Course/Outline Submission System

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

Section #1 General Course Information

Department: HTHS

Submitter

First Name: Kristie
Last Name: Vande Kamp
Phone: 6219
Email: kristievk

Course Prefix and Number: NUR - 101

 # Credits: 5

Contact hours

Lecture (# of hours): 36
Lec/lab (# of hours): 24
Lab (# of hours):
Total course hours: 60

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

Course Title: Certified Nursing Assistant II

Course Description:

This course prepares the student to perform routine nursing assistant level II tasks that are needed in the acute or skilled care setting. This course includes concepts of safety and complication prevention. Students will also learn how to communicate a person's response(s) to the nurse, and document and record outcomes of a person's care. Required: Student Petition.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): Nursing Assistant - Geronotology Specialist Certficate

Are there prerequisites to this course?

No

Are there corequisites to this course?

Yes

Co-reqs: NUR-101C

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

Yes

Recommendations: WRD-098 or placement in WR-121. Student should be 18 years of age or older

Requirements: Attend CNA II mandatory orientation and complete all required data for Corporate Screening. Student must have a current Certified Nursing Assistant I License in the state of Oregon with a copy of a current and active OSBN verification of license letter. Student Petition.

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

Yes

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

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

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

Nursing department is supportive of this course.

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F Only

Audit: No

When do you plan to offer this course?

✓ **Not every term**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate effective verbal and written communication skills with patients and team members;
2. assume the professional role of a CNA II in an acute care or skilled care setting;
3. demonstrate proficiency in skills and tasks according to established safety criteria;
4. demonstrate ability to address patient care needs and individualize care for patients;
5. recognize normal and abnormal patterns and changes in patients;
6. recognize and report a patient's pain or discomfort;
7. demonstrate proficiency in the skills and tasks assigned by a licensed nurse.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Interpersonal skills and communication
2. Observation and reporting of common conditions, disorders, signs, and symptoms for major body systems: cardiac, digestive, immune, endocrine, integumentary, musculoskeletal, gastrointestinal, nervous, respiratory, and urinary
3. Care of patient with dementia
4. Pain management
5. Technical skills for CNA II
6. Infection prevention and control
7. Safety risks for patients with dementia and Joint Commissions's National Patient Safety Goals
8. Promoting nutrition and hydration
9. Promoting functional abilities
10. End of life care
11. Documentation

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval
:

Course Number	Title	Implementation
HOR-125	Food Production in the Willamette Valley	2021/SU
HOR-145	Turf Installation & Maintenance	2021/SU
HOR-148	Farm Equipment	2021/SU

Clackamas Community College

Online Course/Outline Submission System

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

Date approved: December 7, 2018 Certified General Education Area(s): None

Section #1 General Course Information

Department: Horticulture

Submitter

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

Course Prefix and Number: HOR - 125

 # 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: Food Production in the Willamette Valley

Course Description:

Exploration of historical, ethical, practical and scientific aspects of food production systems with a focus on the economic, social and environmental impacts of food and farming. Strengths and weakness of the agricultural system over time will be examined.

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): Organic Farming CC

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Not every year

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?   3/4

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. participate in discussions of the social, political, and cultural issues involved in creating a more sustainable food system;
2. analyze the different food crops suitable for growing and marketing in the urban food shed of the Northern Willamette Valley;
3. outline the changes of food crops grown in the northern Willamette Valley over historical time;
4. interpret enterprise budgets for selected crops.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Crop selection factors for success.
2. Distribution methods.
3. Ecological decision making.
4. Farm history of production.
5. Farm planning/environmental 'concerns'.
6. Labor issues - historical and present.
7. Processors.
8. Water rights.
9. Climate change.
10. Enterprise budgets for selected crops.

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

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

Percent of course: 0%

First term to be offered:

Specify term: Fall 2019

Clackamas Community College

Online Course/Outline Submission System

☐ Show changes since last approval in red   Print   Edit   Delete   Back

Date approved: May 2, 2014 Certified General Education Area(s): None

Section #1 General Course Information

Department: Horticulture

Submitter

First Name: Renee
Last Name: Harber
Phone: 3294
Email: rharber

Course Prefix and Number: HOR - 145

 # Credits: 2

Contact hours

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

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

Course Title: Turf Installation & Maintenance

Course Description:

Installation and maintenance practices for turf grasses commonly used in landscapes. Emphasizes sustainable maintenance practices, installation, irrigation, pest identification and pest control. Class includes a lab component.

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

No

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Spring

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. identify cool season turf grass species and their cultural requirements,
2. describe turf growth, development and turf grass anatomy;
3. describe the environmental factors affecting turf growth,
4. follow turf cultural practices to improve turf,
5. calculate the proper quantities of fertilizer to apply in order to meet recommendations,
6. install turf areas and renovate existing turf areas,
7. identify and control turf pests,
8. describe job opportunities in the turf industry.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Exploring Job Opportunities in the Turfgrass Industry.
a. Job opportunities.
b. Job skills.
2. Cool Season Turfgrasses.
a. Turf and lawn defined.
b. Vegetative characteristics.
c. Parts of a grass plant.
d. Turf genus, species, and varieties for cool season areas.
e. Cultural requirements.
3. Warm Season Turfgrasses.
a. Comparison of warm and cool season turfgrasses.
b. Pertinent facts about the common grasses.
4. Turfgrass Environment.
a. Micro vs. Macro-environment.
b. Light.
c. Temperature.
d. Water.
e. Air.
f. Soil.
g. Traffic.
5. Turfgrass Cultural Practices.
a. Mowing.
b. Fertilization.
c. Irrigation.
d. Cultivation and thatch.
e. Aeration and soil compaction.
f. Establishment.
g. Pest control system and IPM.
h. Sustainable practices.

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

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

  3. Prevent environmental degradation **Yes**

  4. Clean up natural environment **No**

  5. Supports green services **No**

Percent of course: 10%

First term to be offered:

Specify term: Spring 2014

Clackamas Community College

Online Course/Outline Submission System

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

Date approved: May 5, 2017 Certified General Education Area(s): None

Section #1 General Course Information

Department: Horticulture

Submitter

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

Course Prefix and Number: HOR - 148

 # Credits: 3

Contact hours

Lecture (# of hours): 22
Lec/lab (# of hours): 22
Lab (# of hours):
Total course hours: 44

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

Course Title: Farm Equipment

Course Description:

Identification and utilization of small-farm food crop production tools. Emphasis is on tools and techniques which result in high quality crops, efficient use of labor and capital resources, and protection of the natural environment. Class includes a lab component.

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): Horticulture AAS & Certificate, Organic Farming Certificate

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ 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?   3/4

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. select and demonstrate the use of specific tools in a safe and efficient manner;
2. use, evaluate, and repair tools used for small-farm cropping systems;
3. operate/use the following: tractor, tillers, mechanical seeders, shovels, hoes, hand weeders, rakes, plows, seeders, transplanters, harvesters, cultivators, and sprayers.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Campus farm site prep.
2. Hand tools.
3. Harvesting.
4. Mechanization.
5. Off the shelf and customized tools.
6. Pest control equipment.
7. Planting.
8. Regional, national and international sources of tools and equipment.
9. Seeders.
10. Site management considerations.
11. Weeding.
12. Environmental considerations.

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

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

Percent of course: 20%

First term to be offered:

Specify term: Spring 2015

Program	Implementation
Landscape Management 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	

CAREER LEARNING AREA

☐	Ag, Food & Natural Resource Systems	☐	Health Services
☐	Arts, Information & Communications	☐	Human Resources
☐	Business & Management	☐	Industrial & Engineering Systems

PROGRAM INFORMATION

APPROVED Program Title *(For Official Program Title, refer to your directory at http://www.ode.state.or.us/search/results/?id=232)*	*APPROVED* CIP Code (Include 7th & 8th digits used for OCCURS reporting.)			*APPROVED* Recognition Award	Current Credits
	6-digit CIP	*7th digit*	*8th digit*		
AAS Title: **Landscape Management** AAS.LANDSCAPEMGMT	**1.0605**			√ **AAS** **(90-108 credits)**	**95-98**
Option Title** **Arboriculture**				☐ *OPTION* to AAS Degree	
Related Certificates: **Landscape Practices Certificate**				☐ 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)

☐ New Program++ ☐ Title Change for Program	☐ **Curriculum Revision**	✓ Revision in Program Credits
		Proposed Total Credits:
Proposed **AAS Title:**		
Proposed **OPTION Title:**		
Proposed **Certificate Title:**		
☐ *SUSPENSION* of Program	*Reason for Suspension:*	
Suspension Effective Date:		

++If new program is an additional award for an existing degree or certificate, complete 'Program Information' section for existing program.
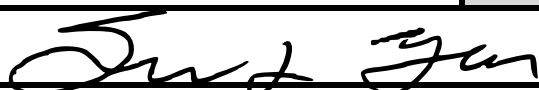
CURRICULUM AMENDMENT [List in a Defined Sequence of Courses Format, e.g., Quarter-to-quarter mapping. For a New Program, complete the Proposed Curriculum section only.]							
CURRENT CURRICULUM 20-21 [List entire curriculum as last approved)				PROPOSED CURRICULUM 21-22 [List only course(s) to be amended]			
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.							
Landscape Management Associate of Applied Science Degree: 1st 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-131	Tree & Shrub Pruning	44	3				
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				
Spring Term3							
BA-285 Or COMM-100	**Human Relations in Business or Basic Speech Communication**	**33-44**	**3-4**				
HOR-120	Pesticide Laws & Safety	12	1				
HOR-140	Soils	33	3				
HOR-143	Horticulture Practicum/Spring	44	2				
HOR-215	Herbaceous Perennials	44	3				
HOR-228	Plant Identification/Spring	44	4				
Summer Term4							
HOR-281 Or	Horticulture/CWE OR	180	6				

HOR-280 And HOR-282	Horticulture/CWE And Horticulture/CWE						
Landscape Management Associate of Applied Science Degree: 2nd Year							
Fall Term5							
HOR-224	Landscape Installation	44	3				
HOR-235 Or HOR-236	Weed Identification Or Insect Identification	20	2				
SPN-101	First-Year Spanish I	44	4				
WR-101 Or WR-121	**Communication Skills: Occupational Writing or English Composition**	**33-44**	**3-4**				
Winter Term6							
BA-119	Project Management Practices	22	2				
HOR-229	Introduction to Landscape Design	44	3				
HOR-230	Equipment Operation & Maintenance	44	2				
HOR-231	Irrigation Design	44	3				
HOR-237	Disease Identification	20	2				
--	Landscape Management program electives		3				
Spring Term7							
BA-101	Introduction to Business	44	4				
HOR-123	Landscape Maintenance	44	3				
Choose two from the following (2 credits):							
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-240	Irrigation Practices	44	3				
--	Landscape Management program electives		3				
Landscape Management Program Electives							
Summer							
HOR-146	Fruit & Berry Growing	44	3				
HOR-211	Native Plant Identification	10	1				
Fall							
HOR-212*	Flower Arranger's Garden	44	2	REMOVE			
HOR-225	Arboriculture I	33	3				
Winter							
CDT-103	Computer-Aided Drafting I	66	3				
HOR-239	Tree Climber Training	24	1				
HOR-260	Arboriculture II	33	3				
HOR-290	Special Topics in Horticulture	66	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-234*	Advanced Landscape Design	44	3					
HOR-244*	Ecological Landscape Design	44	3					
HOR-246	Organic Farming and Gardening	44	2					
HOR-261	Tree Diagnostics	44	2					
Multiple Terms								
BA-223	Principles of Marketing	44	4					
WET-109	Backflow Assembly Operation and Testing	66	4					
*Offered alternate years								
TOTAL *CURRENT* CREDITS:			95-98	**TOTAL *PROPOSED* CREDITS:**				

College Contact	April Chastain		**Telephone No.**	3055	
E-Mail Address			**Fax No.**		
Chief Academic Officer *or* PTE Dean Signature				**Date**	5/11/21

Hours, Instructional Method, Credits Change

May 21, 2021

Course	Current Hours/Credits	Proposed Hours/Credits
MUP-122	22 LE/LA, 33 LAB/2 Credits	44 LE/LA/2 Credits
MUP-125	22 LE/LA, 33 LAB/2 Credits	44 LE/LA/2 Credits
MUP-150	22 LE/LA/1 Credit	44 LE/LA/2 Credits
MUP-222	22 LE/LA, 33 LAB/2 Credits	44 LE/LA/2 Credits
MUP-225	22 LE/LA, 33 LAB/2 Credits	44 LE/LA/2 Credits
MUS-218	22 LE/LA/1 Credit	11 LECT/1 Credit
MUS-219	22 LE/LA/1 Credit	11 LECT/1 Credit
MUS-220	22 LE/LA/1 Credit	11 LECT/1 Credit

Clackamas Community College

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Section #1 General Course Information

Department: Music

Submitter

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

Course Prefix and Number: MUP - 122

 # Credits: 2

Contact hours

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

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

Course Title: Chamber Choir

Course Description:

Select vocal ensemble which rehearses and performs choral music from the Renaissance to the 21st century. Provides preparation for entering professional fields of music and performance. Emphasis on a cappella singing applied to appropriate chamber music. Recommended for vocal music majors. Enrollment by audition. May be repeated for up to 6 credits.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 6

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: A desire to sing in a large and fun ensemble. An interest in exploring the roots of American music

Requirements:

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Fall
✓ Winter

✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. apply the fundamentals of singing in an ensemble such as balance, blend, intonation and rhythmic precision;
2. demonstrate the expressive elements of music such as phrasing and dynamics;
3. recognize tonal precision through advanced breathing and placement techniques;
4. demonstrate performance practices as they apply to the interpretation of choral music from the Renaissance through the 21st Century;
5. illustrate lyric diction as it applies to various cultures;
6. use a systematic approach to sight singing.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Rehearsal.
2. Performance.
3. Listening.
4. Lecture.
5. Demonstrations.
6. Concert tours.
7. Festival participation.
8. Guest conductors, soloists, and ensembles.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

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

Chamber choir, Mixed choir, women's/men's choir

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**
:

First term to be offered:

Specify term: Fall 2015

Clackamas Community College

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Section #1 General Course Information

Department: Music

Submitter

First Name: Kathleen
Last Name: Hollingsworth
Phone: 6299
Email: Kathleen.hollilngsworth

Course Prefix and Number: MUP - 125

 # Credits: 2

Contact hours

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

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

Course Title: Vocal Jazz Ensemble: Mainstream

Course Description:

Performing ensemble that cultivates musical, professional, and personal growth through rehearsal and performance with rhythm section of jazz, rock, pop, funk, and fusion. Includes study of jazz as it applies to vocal ensemble combined with rhythm section. Emphasis on style, improvisation, and techniques. Enrollment by audition. May be repeated for up to 6 credits.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 6

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. adapt singing to jazz historical styles,
2. demonstrate improvisation and vocal technique consistent with jazz,
3. sing non-traditional harmonies, rhythms and forms with increased competence,
4. exhibit stage presence in the jazz idiom,
5. demonstrate increased competence in microphone technique.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Rehearsal.
2. Performance.
3. Listening.
4. Lecture.
5. Demonstrations
6. Guest directors, soloists & ensembles.
7. Concert tours.
8. Festival participation.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

✓ **EOU (Eastern Oregon University)**   ✓ **PSU (Portland State University)**

✓ **SOU (Southern Oregon University)**

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

✓ **OSU-Cascade**   ✓ **WOU (Western Oregon University)**

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

How does it transfer? (Check all that apply)

✓ **required or support for major**
✓ **general education or distribution requirement**

:

First term to be offered:

Specify term: fall 2015

Clackamas Community College

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Section #1 General Course Information

Department: Music

Submitter

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

Course Prefix and Number: MUP - 150

 # Credits: 2

Contact hours

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

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

Course Title: Contemporary Music Ensemble

Course Description:

Studies the development and performance of original compositions through intensive musical collaboration and creation. May be repeated for up to 12 credits.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 12

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): Contemporary Music Vocation AAS

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations:

Requirements: Pass proficiency audition

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: No

When do you plan to offer this course?

✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate ability to write a lead sheet,
2. demonstrate competence in musical collaboration,
3. display skills in instrumentation/arranging,
4. express skills in performing original compositions,
5. exhibit ability to prepare and promote performance.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Instrumentation.
2. Arranging.
3. Composition.
4. Collaboration.
5. Promotion.
6. Performance.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

How does it transfer? (Check all that apply)

:

First term to be offered:

Specify term: Fall 2015

Clackamas Community College

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Section #1 General Course Information

Department: Music

Submitter

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

Course Prefix and Number: MUP - 222

 # Credits: 2

Contact hours

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

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

Course Title: Chamber Choir

Course Description:

Advanced vocal ensemble which rehearses and performs choral music from the Renaissance to the 21st century. Provides preparation for entering professional fields of music and performance. Emphasis on a cappella singing applied to appropriate chamber music. Recommended for vocal music majors. Enrollment by audition. May be repeated for up to 6 credits.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 6

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: MUP-122 (6 credits)

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

√ Fall

✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. apply the fundamentals of singing in an ensemble such as balance, blend, intonation and rhythmic precision;
2. demonstrate the expressive elements of music such as phrasing and dynamics;
3. recognize tonal precision through advanced breathing and placement techniques;
4. demonstrate sophisticated understanding of performance practices as they apply to the interpretation of choral music from the Renaissance through the 21st Century;
5. illustrate lyric diction as it applies to various cultures;
6. use a systematic approach to sight singing;
7. develop a leadership role.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Rehearsal.
2. Performance.
3. Listening.
4. Sight reading
5. Demonstrations.
6. Concert tours.
7. Festival participation.
8. Guest conductors, soloists, and ensembles.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

✓ **EOU (Eastern Oregon University)**   ✓ **PSU (Portland State University)**

✓ **SOU (Southern Oregon University)**

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

✓ **OSU-Cascade**   ✓ **WOU (Western Oregon University)**

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

Any Chamber Choir, Concert Choir, Chorale

How does it transfer? (Check all that apply)

✓ **required or support for major**

:

First term to be offered:

Next available term after approval
:

Clackamas Community College

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Section #1 General Course Information

Department: Music

Submitter

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

Course Prefix and Number: MUP - 225

 # Credits: 2

Contact hours

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

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

Course Title: Vocal Jazz Ensemble: Mainstream

Course Description:

Advanced performing ensemble that cultivates musical, professional, and personal growth through rehearsal and performance with rhythm section of jazz, rock, pop, funk, and fusion. Includes study of jazz as it applies to vocal ensemble combined with rhythm section. Emphasis on style, improvisation, and techniques. Enrollment by audition. May be repeated for up to 6 credits.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 6

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: MUP-125 (6 credits)

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Fall

✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate ability to swing:
2. demonstrate improvisation and vocal technique consistent with jazz;
3. sing non-traditional harmonies, rhythms and forms with increased competence;
4. exhibit stage presence in the jazz idiom;
5. demonstrate increased competence in microphone technique;
6. develop a leadership role.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Rehearsal.
2. Performance.
3. Listening.
4. Improvisation
5. Demonstrations.
6. Guest directors, soloists & ensembles.
7. Concert tours.
8. Festival participation.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

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

vocal jazz, jazz band, combo

How does it transfer? (Check all that apply)

✓ **required or support for major**
✓ **general education or distribution requirement**

:

First term to be offered:

Next available term after approval
:

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Section #1 General Course Information

Department: Music

Submitter

First Name: Music Department Clackamas
Last Name: College
Phone: 6299
Email: kathleen.hollingsworth@clackamas.edu

Course Prefix and Number: MUS - 218

 # Credits: 1

Contact hours

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

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

Course Title: MPT Seminar I

Course Description:

First of a three-part series. For second year MPT students only. Seminar will cover writing, arranging, production, performance and music theory through experiential learning. Students will produce, write and arrange for each CWE/Songwriters concert and will produce the Annual MPT festival each spring.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): MUSIC PERFORMANCE AND TECHNOLOGY

Are there prerequisites to this course?

Yes

Pre-reqs: MUS-103, MUS-109, MUS-113L, and MUP-150

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

No

Are there corequisites to this course?

No

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

Yes

Recommendations:

Requirements: Must be a 2nd year MPT student in good standing

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: No

When do you plan to offer this course?

√ **Fall**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate ability to write and arrange for the class and other projects;
2. produce and promote the CME Concert;
3. play keyboard exercises from memory;
4. read, think and converse about the philosophy of music.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Writing
2. Arranging
3. Production
4. Promotion
5. Keyboard skills
6. Philosophy

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

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

Percent of course: 0%

First term to be offered:

Specify term: FALL 2017

Clackamas Community College

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Section #1 General Course Information

Department: Music

Submitter

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

Course Prefix and Number: MUS - 219

 # Credits: 1

Contact hours

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

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

Course Title: MPT Seminar II

Course Description:

Second in a three-part series. For second year MPT students only. Seminar will cover writing, arranging, production, performance and music theory through experiential learning. Students will produce, write and arrange for each CWE/Songwriters concert and will produce the Annual MPT festival each spring.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): MUSIC PERFORMANCE AND TECHNOLOGY

Are there prerequisites to this course?

Yes

Pre-reqs: MUS-218

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: No

When do you plan to offer this course?

✓ Winter

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate ability to write and arrange for the class and other projects;
2. produce and promote the CME Concert;
3. play keyboard exercises from memory;
4. read, think and converse about the philosophy of music.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Writing
2. Arranging
3. Production
4. Promotion
5. Keyboard skills
6. Philosophy

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

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

Percent of course: 0%

First term to be offered:

Specify term: Winter 2019

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Music

Submitter

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

Course Prefix and Number: MUS - 220

 # Credits: 1

Contact hours

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

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

Course Title: MPT Seminar III

Course Description:

Third in a three-part series. For second year MPT students only. Seminar will cover writing, arranging, production, performance and music theory through experiential learning. Students will produce, write and arrange for each CWE/Songwriters concert and will produce the Annual MPT festival each spring.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): MUSIC PERFORMANCE AND TECHNOLOGY

Are there prerequisites to this course?

Yes

Pre-reqs: MUS-219

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: No

When do you plan to offer this course?

✓ Spring

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate ability to write and arrange for the class and other projects;
2. produce and promote the CME Concert;
3. play keyboard exercises from memory;
4. read, think and converse about the philosophy of music.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Writing
2. Arranging
3. Production
4. Promotion
5. Keyboard skills
6. Philosophy

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 2018

Course Inactivations

May 21, 2021

Course Number	Title	Implementation
MUS-117	Sightreading	2021/SU

Clackamas Community College

Online Course/Outline Submission System

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Date approved: April 3, 2015 Certified General Education Area(s): None

Section #1 General Course Information

Department: Music

Submitter

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

Course Prefix and Number: MUS - 117

 # Credits: 1

Contact hours

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

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

Course Title: Sightreading

Course Description:

Learning to read and sing music by sight. Students will spend time practicing sightsinging, starting with easy exercises and moving to more difficult exercises as the term progresses.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?   3/4

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. recognize basic rhythm patterns and melodic intervals,
2. demonstrate improvement in speed and accuracy of reading skills at beginning of course.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Basic rhythms – note and rest values.
2. The major scale.
3. Scale degrees and Solfeggio.
4. Basic intervals.
5. Sightsinging practice.
6. Seeing larger patterns.
7. Hearing the harmony.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

How does it transfer? (Check all that apply)

:

First term to be offered:

Next available term after approval
:

Program Amendments

May 21, 2021

Program	Implementation
Music Performance & Technology AAS	2021/SU

Oregon Department of Community Colleges and Workforce Development

255 Capitol Street NE
Salem, OR 97310-0203

Office of Educational Improvement & Innovation

Phone: (503) 378-3600
FAX: (503) 378-5156

COMMUNITY COLLEGE PROGRAM AMENDMENT FORM
(For changes to State Approved Associate of Applied Science degree, AAS option and Certificate of Completion programs)

This form should be completed electronically and the boxes will expand to accommodate text.
Current instructions, forms, handouts and other useful resources are located at
http://www.ode.state.or.us/search/results/?id=231

College:	Clackamas Community College	Date	

CAREER LEARNING AREA

☐ Ag, Food & Natural Resource Systems		☐ Health Services	
☐ Arts, Information & Communications		☐ Human Resources	
☐ Business & Management		☐ Industrial & Engineering Systems	

PROGRAM INFORMATION

APPROVED Program Title *(For Official Program Title, refer to your directory at http://www.ode.state.or.us/search/results/?id=232)*	*APPROVED* CIP Code (Include 7th & 8th digits used for OCCURS reporting.)			*APPROVED* Recognition Award	Current Credits
	6-digit CIP	*7th digit*	*8th digit*		
AAS Title: Music Performance & Technology AAS.MUSICPERFTECH	**50.0913**			√ **AAS (90-108 credits)**	**92-97**
Option Title**				☐ *OPTION* to AAS Degree	
Certificate Title: *Within* AAS Degree? ☐ Yes** ☐ No				☐ Certificate of Completion	

****Enter name of base degree in 'AAS Title' box**
Last amendment approved on 01.29.21

TYPE OF PROGRAM AMENDMENT
(Check **ALL** That Apply)

☐ **New Program++** ☐ **Title Change for Program**	☐ **Curriculum Revision**	✓ **Revision in Program Credits**
		Proposed Total Credits: **94-96**
Proposed AAS Title:		
Proposed OPTION Title:		
Proposed Certificate Title:		
☐ *SUSPENSION* of Program	*Reason for Suspension:*	
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.]

CURRENT CURRICULUM 20-21 [List entire curriculum as last approved)				PROPOSED CURRICULUM 21-22 [List only course(s) to be amended]			
Course	Title	Hours	Credits	Course	Title	Hours	Credits
Music Performance & Technology Associate of Applied Science: 1st Year							
Fall Term							
MUP-150	Contemporary Music Ensemble	22	1	MUP-150	Contemporary Music Ensemble	44	2
*MUP-171-191 Or MUP-171J-191J Or MUP-171R-180R	Individual Lessons Or Individual Lessons: Jazz Or Individual Lessons: Rock, Blues, Pop	20	2				
MUS-101	Music Fundamentals	33	3				
MUS-107	Introduction to Audio Recording I	33	3				
MUS-111L	Music Notation Software I	22	1				
MUS-131	Group Piano: Piano for Pleasure	22	1				
MUS-148	Live Sound Engineering	33	3				
Winter Term							
MUP-150	Contemporary Music Ensemble	22	1	MUP-150	Contemporary Music Ensemble	44	2
*MUP-171-191 Or MUP-171J-191J Or MUP-171R-180R	Individual Lessons Or Individual Lessons: Jazz Or Individual Lessons: Rock, Blues, Pop	20	2				
MUS-102	Music Fundamentals	33	3				
MUS-108	Introduction to Audio Recording II	33	3				
MUS-112L	Music Notation Software I	22	1				
MUS-132	Group Piano: Piano for Pleasure	22	1				
MUS-140	Careers in Music	33	3				
MUS-160	Songwriting I	22	2				
Spring Term							
MTH-050 Or MTH-065 Or higher	**Technical Mathematics I or Algebra II or higher**	**44**	**4-5**				

MUP-150	Contemporary Music Ensemble	22	1	MUP-150	Contemporary Music Ensemble	44	2
*MUP-171-191 Or MUP-171J-191J Or MUP-171R-180R	Individual Lessons Or Individual Lessons: Jazz Or Individual Lessons: Rock, Blues, Pop	20	2				
MUS-109	Introduction to Audio Recording III	33	3				
MUS-113L	Music Notation Software I	22	1				
MUS-133	Group Piano: Piano for Pleasure	22	1				
MUS-161	Songwriting II	22	2				
--	**PE/Health/Safety/ First Aid requirement**		**1**				
Music Performance & Technology Associate of Applied Science: 2nd Year							
Fall Term							
COMM-100	**Basic Speech Communication**	**33**	**3**				
MUP-150	Contemporary Music Ensemble	22	1	MUP-150	Contemporary Music Ensemble	44	2
*MUP-271-291 Or MUP-271J-291J Or MUP-271R-280R	Individual Lessons Or Individual Lessons: Jazz Or Individual Lessons: Rock, Blues, Pop	20	2				
MUS-111	Music Theory I	33	3				
MUS-141	Introduction to the Music Business	33	3				
MUS-142	Introduction to Electronic Music I: MIDI	33	3				
MUS-218	MPT Seminar I	11	1				
Winter Term							
MUP-150	Contemporary Music Ensemble	22	1	MUP-150	Contemporary Music Ensemble	44	2
*MUP-271-291 Or MUP-271J-291J Or MUP-271R-280R	Individual Lessons Or Individual Lessons: Jazz Or Individual Lessons: Rock, Blues, Pop	20	2				
MUS-112	Music Theory I	33	3				
MUS-143	Introduction to Electronic Music II: Sequencing, Audio Looping, Sound EFX	33	3				

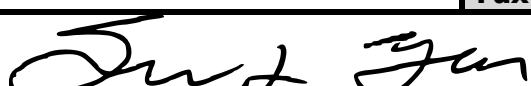|							
MUS-219	MPT Seminar II	11	1				
WR-101 Or WR-121	**Communication Skills: Occupational Writing or English Composition**	**33-44**	**3-4**				
--	Music Business Skills elective		3-4	REMOVE			
Spring Term							
MUP-150	Contemporary Music Ensemble	22	1	MUP-150	Contemporary Music Ensemble	44	2
*MUP-271-291 Or MUP-271J-291J Or MUP-271R-280R	Individual Lessons Or Individual Lessons: Jazz Or Individual Lessons: Rock, Blues, Pop	20	2				
MUS-113	Music Theory I	33	3				
MUS-144	Introduction to Electronic Music III: Digital Audio	33	3				
MUS-170	Introduction to Scoring Music for Media	22	2				
MUS-220	MPT Seminar III	11	1				
MUS-280	Music/CWE	72	2				
--	Music Performance & Technology program elective		1-3	REMOVE			
Catalog Notes							
*Lessons must be in same instrument discipline, but may be in different styles.							
Music Business Skills Electives							
BA-101	Introduction to Business	44	4	REMOVE			
BA-104	Business Math	33	3				
BA-111	General Accounting I	44	3				
BA-112	General Accounting II	44	3				
BA-131	Introduction to Business Computing	44	4				
BA-223	Principles of Marketing	44	4				
BA-238	Sales	44	4				
BA-239	Advertising	44	4				
BA-250	Small Business Management	44	4				
Music & Performance & Technology Program Electives							
ART-161	Photography I	66	3	REMOVE			
ART-162	Photography II	66	3				
ART-261	Photography III	66	3				

ART-225	Computer Graphics I	66	3
ART-226	Computer Graphics II	66	3
ART-227	Computer Graphics III	66	3
ART-262	Digital Photography & Photo-Imaging	66	3
BA-101	Introduction to Business	44	4
BA-104	Business Math	33	3
BA-111	General Accounting I	44	3
BA-112	General Accounting II	44	3
BA-119	Project Management Practices	22	2
BA-120	Project Management Fundamentals	44	4
BA-122	Teamwork	33	3
BA-124	Negotiation	33	3
BA-131	Introduction to Business Computing	44	4
BA-223	Principles of Marketing	44	4
BA-238	Sales	44	4
BA-239	Advertising	44	4
COMM-112	Persuasive Speaking	44	4
CS-120	Survey of Computing	55	4
DMC-104	Digital Video Editing	66	4
DMC-106	Animation & Motion Graphics I	66	3
DMC-147	Music, Sound & Moviemaking	11	1
DMC-247	Sound for Media	33	3
J-134	Photojournalism	44	4
MUP-102	Wind Ensemble	44	2
MUP-104	Pep Band/Combo-Improv	22	1
MUP-105	Jazz Ensemble	44	2
MUP-122	Chamber Choir	55	2
MUP-125	Vocal Jazz Ensemble: Mainstream	55	2
MUP-141	College Orchestra	22	1
MUP-158	Chamber Ensemble	22	1
MUP-202	Wind Ensemble	44	2
MUP-204	Pep Band/Combo-Improv	22	1
MUP-205	Jazz Ensemble	44	2
MUP-222	Chamber Choir	55	2
MUP-225	Vocal Jazz Ensemble: Mainstream	55	2
MUP-241	College Orchestra	22	1
MUP-258	Chamber Ensemble	22	1
MUS-103	Music Fundamentals	33	3
MUS-111	Music Theory I	33	3

MUS-134	Group Voice: Anyone Can Sing	22	1
MUS-137	Group Guitar I	22	1
MUS-138	Group Guitar II	22	1
MUS-145	Introduction to Digital Sound, Video & Animation	33	3
MUS-205	Music Literature: History of Jazz	44	4
MUS-206	Music Literature: History of Rock	44	4
MUS-211	Music Theory II	33	3
MUS-230	Music and Media: Sex, Drugs, Rock & Roll	44	4
MUS-247	Sound for Media	33	3
PSY-101	Human Relations	33	3
TA-111	Fundamentals of Technical Theatre	66	4
TA-112	Fundamentals of Technical Theatre	66	4
TA-113	Fundamentals of Technical Theatre	66	4
TA-141	Acting I	44	4
TA-142	Acting II	44	4
TA-143	Acting III	44	4
TA-211	Technical Theatre Study	66	4
WR-240	Creative Nonfiction Writing I	44	4
WR-241	Fiction Writing I	44	4
WR-242	Poetry Writing I	44	4

TOTAL *CURRENT* CREDITS:		92-97	**TOTAL *PROPOSED* CREDITS:**		94-96

College Contact	Kathleen Hollingsworth	**Telephone No.**	6299
E-Mail Address		**Fax No.**	
Chief Academic Officer *or* PTE Dean Signature		**Date**	**5/13/21**

Course	Current Hours/Credits	Proposed Hours/Credits
HD-140	11-33 LECT/1-3 Credits	33 LECT/3 Credits

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Counseling

Submitter

First Name: Guadalupe
Last Name: Martinez
Phone: 3185
Email: lupem

Course Prefix and Number: HD - 140

 # 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: Career Exploration

Course Description:

Students use information about themselves (values, interests, personality and skills) and information about the world of work (careers and industries) to explore and make long term career decisions.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. assess and describe personal values, interests, personality, and skills;
2. research and present information about occupations and how they relate to college majors;
3. create a long term plan regarding career objectives;
4. use online career exploration tools to explore the world of work;
5. identify 3 potential career options.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Using online assessment tools to evaluate personal values, interests, skills, and personality.
2. College majors and occupations.
3. Industries in the world of work.
4. Career pathways.
5. Occupation research based on values, interests, skills match.
6. Surveying of occupations through volunteer opportunities, internships/work experience, and informational interviewing.
7. Life goals and correlation to lifestyles.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

How does it transfer? (Check all that apply)

✓ **general elective**
:

First term to be offered:

Next available term after approval
:

Course Number	Title	Implementation
FYE-101ES	Experiencia de Primer Año (First Year Experience en español)	2021/SU

Clackamas Community College

Online Course/Outline Submission System

Print   Edit   Delete   Back
Reject   Publish

Section #1 General Course Information

Department: Counseling

Submitter

First Name: Guadalupe
Last Name: Martinez
Phone: 3185
Email: lupem

Course Prefix and Number: FYE - 101ES

 # Credits: 2

Contact hours

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

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

Course Title: Experiencia de Primer Año (First Year Experience en español)

Course Description:

Este es el primer curso en la serie de 3 clases diseñadas para ayudar a los estudiantes novatos o que inician apenas su trayectoria estudiantil, con el ajuste a un plantel nuevo, a conectar con otros alumnos, a entender las expectativas del sistema estudiantil, y a familiarizarse con la fuente de servicios al alcance del estudiante. First Year Experience (Experiencia de Primer Año) está diseñada para preparar a los estudiantes a entablar nexos entre estudiante y profesorado, y con el desarrollo de prácticas exitosas para concluir clases y continuar con el estudio hasta la culminación de metas académicas.

Type of Course: Lower Division Collegiate

Reason for the new course:

In alignment with the new ECE in Spanish program, we are contributing a newly required course to the program, in Spanish to accommodate that demand. Offering of FYE courses to a broader audience is also part of the rationale for developing this currently existing course in Spanish.

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): ECE (Early Childhood Education)

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: No

When do you plan to offer this course?

✓ **Fall**

Is this course equivalent to another?

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

Yes

Course Number: FYE 101   Title: First Year Experience

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:

Acontecimientos de aprendizaje (Student Learning Outcomes)

Al completar este curso los estudiantes deben poder lograr:

1. completar trabajos del curso usando las plataformas Moodle y MyClackamas;
2. demostrar elementos de planificación estudiantil comprensiva incluyéndose el desarrollo de un plan académico;
3. demostrar auto-reflexión en la evaluación de su avance académico;
4. exhibir prácticas de estudiantes exitosos incluyéndose la aplicación de técnicas para estudiar, y el uso del Centro de Aprendizaje (Learning Center);
5. asistir a eventos o actividades del plantel que conduzcan a un mayor entendimiento del plantel y el enlace con miembros de la comunidad del plantel

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This course does not include assessable General Education outcomes.

Major Topic Outline:

Desglose de Temas Principales:

1. Autogestionamiento
2. Fijación de metas
3. Responsabilidad personal
4. Planificación académica
5. Autoconciencia
6. Manejo del estrés

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)

UGST 101 - University of Oregon (in English)
UnSt 194 College Success Topics - PSU (in English)

How does it transfer? (Check all that apply)

✓ **general elective**
:

First term to be offered:

Next available term after approval
:

Curriculum Committee Membership 21-22

Curriculum Committee/Curriculum Office

Member	Committee Role	Ending Term	Term Cycle
Scot Pruyn	Chair	2021/SP	2-year
Alice Lewis	Alternate Chair	2021/SP	2-year
David Plotkin	Vice President, Instruction & Student Services	Ex-Officio	Permanent
Jason Kovac	Dean, Institutional Effectiveness & Planning	Ex-Officio	Permanent
Dru Urbassik	Director, Curriculum & Scheduling	Ex-Officio	Permanent
Megan Feagles	Curriculum & Scheduling Office/Recorder	Ex-Officio	Permanent
Elizabeth Carney	Center for Teaching and Learning Representative	Ex-Officio	Permanent
Rotates	ASG Student Representative	Ex-Officio	Permanent
	Library	2021/SP	3-year

Academic Foundations and Connections (AFAC)

Member	Committee Role	Ending Term	Term Cycle
Tara Sprehe	Dean, AFAC	Ex-Officio	Permanent
Terrie Sanne	Financial Aid	Ex-Officio	Permanent
Sarah Steidl	Graduation Services	Ex-Officio	3-year
Dustin Bare	Director, Student Academic Support Services	2023/SP	3-year
Kara Leonard	Academic and Career Coaches	2023/SP	3-year
Andrea Vergun	Basic Skills Development & ESL	2022/SP	3-year
Amanda Coffey	English	2024/SP	3-year
Tracy Nelson	Health/Physical Education; **Interim Review Team Lead**	2022/SP	3-year
Scot Pruyn	Math	2022/SP	3-year
Casey Sims*	Faculty-At-Large	2023/SP	3-year

Arts & Sciences

Member	Committee Role	Ending Term	Term Cycle
Sue Goff	Dean, Arts & Sciences	Ex-Officio	Permanent
Lisa Reynolds	Associate Dean, Arts & Sciences; **Review Team Lead**	Ex-Officio	Permanent
Nora Brodnicki	Art, Comm, Theatre, Journalism, World Lang, Music	2023/SP	3-year
George Burgess	Faculty-At-Large	2023/SP	3-year
Rick Carino	Computer Science	2023/SP	3-year
Patricia McFarland	Faculty-At-Large	2021/SP	3-Year
Jim Wentworth-Plato	Horticulture	2023/SP	3-year
Eden Francis	Sciences and Engineering	2022/SP	3-year
Kerrie Hughes	Faculty-At-Large	2023/SP	3-year
Alice Lewis	Faculty-At-Large	2022/SP	3-year
Charles Siegfried	Part-Time Faculty	2022/SP	3-year

Technology, Applied Science, and Public Services (TAPS)

Member	Committee Role	Ending Term	Term Cycle
Cynthia Risan	Dean, TAPS	Ex-Officio	Permanent
Shalee Hodgson	Associate Dean, TAPS; **Review Team Lead**	Ex-Officio	Permanent
Sharron Furno	Education, Human Services, Criminal Justice/Public Services	2023/SP	3-year
Mike Mattson	Industrial Technology	2021/SP	3-year
Helen Wand	Nursing, Allied Health/Part-Time Faculty	2024/SP	3-year
Jeff Ennenga	Wilsonville, Apprenticeship, Fire, Emergency	2023/SP	3-year
	Faculty-At-Large	2021/SP	3-year
	Automotive/Welding	2021/SP	3-year

Sub-Committees

Related Instruction Sub-Committee

Member	Ending Term
Shalee Hodgson (Lead)	Ex-Officio
Sarah Steidl	Ex-Officio
Scot Pruyn	2022/SP
Tracy Nelson	2022/SP

General Education Sub-Committee

Member	Ending Term
Lisa Reynolds (Lead)	Ex-Officio
Tara Sprehe	Ex-Officio
Dustin Bare	2023/SP
Casey Sims	2023/SP

2021-2022 Sabbaticals

*Casey Sims replaced by Lupe Martinez while on sabbatical in 22/WI and 22/SP.

Clackamas Community College

Online Course/Outline Submission System

Print　Edit　Delete　Back

Section #1 General Course Information

Department: English

Submitter

First Name: Amanda
Last Name: Coffey
Phone:　　3257
Email:　　amandac@clackamas.edu

Course Prefix and Number: WR - 121ES

 # Credits: 4

Contact hours

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

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

Course Title: Escritura de ensayos de nivel universitario en español

Course Description:

Este curso ofrece una introducción al ensayo académico en español. Durante el curso, el alumnado aprenderá varios procesos y estrategias de escritura y redacción, entre ellas: cómo hacer una «lluvia de ideas» para generar ideas y cómo corregir y editar un escrito. A la vez, se desarrollarán respuestas originales—en forma escrita—a reseñas y reportajes sobre temas controversiales y a los ensayos académicos de otros escritores. La clase enfatizará la alfabetización de la información, así como: cómo encontrar y evaluar materiales, recursos relevantes y obras originales; cómo integrarlos en una redacción académica, cómo citarlos y cómo evitar el plagio de las obras de otras personas.

Type of Course: Lower Division Collegiate

Reason for the new course:

Primarily, to serve students in the Spanish ECE AAS degree program.

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**

✓ **Arts and Letters**

✓ **Cultural Literacy**

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

Yes

Name of degree(s) and/or certificate(s): Elementary Childhood Education AAS in Spanish

Are there prerequisites to this course?

Yes

Pre-reqs: WRD-098 or placement in WR-121

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

No

Are there corequisites to this course?

No

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

Yes

Recommendations:

Requirements: Students should be able to read and write Spanish at the collegiate level.

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Fall**
✓ **Winter**

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. leer y responder—con precisión y con mucha atención—en conversaciones y por escrito, a textos de nivel universitario y hacer un análisis detallado de la forma y del contenido de lecturas avanzadas; (WR1) (WR3);

2. redactar, por cuenta propia y sin el apoyo de otras personas, ensayos académicos de cuatro a cinco páginas cuyo contenido y objetivos sean claros, que usen las convenciones del lenguaje académico escrito y un registro formal en vez de coloquial, que se basen en una tesis, que contengan pocos errores y utilicen un proceso de redacción que demuestren que el o la estudiante sea capaz de generar y desarrollar ideas auténticas y originales, redactar, revisar, corregir, evaluar y comentar sobre redacciones y obras escritas; (WR1);

3. planear y organizar ensayos escritos, de manera lógica, usando las normas estilísticas de redacción para comunicarse con lectores académicos específicos y en situaciones que requieren escrituras para contextos especializados (WR1);

4. identificar y utilizar conceptos básicos de la escritura argumentativa, así como: examinar evidencia, desarrollo de una tesis compleja y responder a objeciones de sus argumentos (WR2) (WR3);

5. buscar y encontrar información relevante y válida con fin de abordar los problemas específicos de la investigación académica, basándose en una comprensión más amplia de las dificultades de analizar las fuentes de información contemporáneas; evaluar sus hallazgos y sintetizarlos usando sus propias ideas—de manera autentica y con ética—usando el formato de citas de estilo de la MLA; (WR2) (IL1) (IL2) (IL3) (IL4) (IL5);

6. participar, de manera constructiva y respetuosa, en las discusiones de Moodle y en los grupos de redacción del curso; analizar y mejorar, de cuenta propia y sin el apoyo de otras personas, sus redacciones y las obras escritas de otros miembros de la clase y reflexionar, de forma autónoma, en su propio aprendizaje durante el curso. (WR1)

AAQT/ASOT GENERAL EDUCATION OUTCOMES

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

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

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

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

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

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

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

AL: Arts and Letters Outcomes

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

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

SS: Social Science Outcomes

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

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

SC: Science or Computer Science Outcomes

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

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

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

✓ **General Examination**

✓ **Writing Assignments**

✓ **Thesis/Research Project**

✓ **Portfolios**

✓ **Rubrics**

✓ **Journal Writing**

:

Major Topic Outline:

1. leer y responder a textos de nivel universitario: aplicar las destrezas básicas del pensamiento crítico para resolver problemas complejos en textos académicos y literarios y en otros medios de información; desarrollar ensayos y repuestas originales, en forma escrita, sobre una lectura o un texto;
2. fortalecer el conocimiento de los procesos de la escritura: utilizar herramientas de «preescritura» así como las «lluvias de ideas» y la escritura libre para generar ideas: mejorar sus ensayos mediante una serie de borradores y múltiples revisiones;
3. aprender y aplicar varios elementos de la redacción de ensayos académicos, entre ellos: elementos de la organización, la estructura de los párrafos, oraciones temáticas y la estructura de las oraciones, así como mostrar el uso de estilo de la guía de la MLA, cómo revisar la gramática de una redacción, las destrezas de la mecánica y las convenciones del uso en de lenguaje escrito, cuando sea necesario;
4. entender las muchas audiencias, lectores y disciplinas académicas que existen a nivel universitario: analizar las necesidades de sus lectores y escribir redacciones dirigidas hacia las expectativas y los intereses de sus lectores;
5. reconocer y analizar el uso de la argumentación en la lectura y aprender cómo empezar y desarrollar un argumento, por escrito;
6. encontrar, evaluar y usar información relevante y confiable: una introducción a los problemas económicos, sociales y legales relacionados con el uso de información y aprender cómo utilizar técnicas avanzadas de investigación para buscar información, formular una tesis, determinar el tipo de información necesario para desarrollar y evaluar la información de manera crítica: usar materiales originales y evitar el plagio, usando el formato de estilo para cita de la MLA.
7. desarrollar y discutir ideas; comentar, de manera constructiva y respetuosa, sobre las redacciones de otros compañeros y compañeras de clase; reflexionar sobre sus propias redacciones originales y sobre su aprendizaje a lo largo del curso.

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

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

Percent of course: 0%

Section #2 Course Transferability

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1. Is there an equivalent lower division course at the University?
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If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

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

✓ **EOU (Eastern Oregon University)** ✓ **PSU (Portland State University)**
✓ **SOU (Southern Oregon University)**

✓ **WOU (Western Oregon University)**

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

How does it transfer? (Check all that apply)

✓ **general elective**
✓ **other (provide details)**: TBD

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

First term to be offered:

Next available term after approval
: