

	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. Amendment: Administrative Professional AAS b. New Program: AST Biology c. Course Hours Change: MUP-100, MUS-149 d. Course Hours Change: CS-297N, BT-120, BT-122 e. Gen Ed Approval: WR-240 f. Early Childhood Education & Family Studies a. Credits/Hours Changes: ECE-154, 179, 240 b. Inactivations: ECE-177, 289 c. Amendments: Early Childhood Education & Family Studies AAS & CC g. Educación infantil y estudios familiares a. New Courses: ECE-114ES, 121ES, 150ES, 154ES, 169ES, 179ES, 221ES, 235ES, 239ES, 240ES, 241ES, 246ES, 254ES, 258ES, 280ES, 291ES, 292ES, HDF-225ES, 247ES, 260ES, WR-124ES h. Related Instruction a. ECE-258ES (Human Relations) b. WR-124ES (Communications) f. New Programs a. Educación infantil y estudios familiares AAS & CC	Bev Forney Tory Blackwell Lars Campbell Rick Carino Scot Pruyn Dawn Hendricks Dawn Hendricks Related Sub-Committee Dawn Hendricks	Approval/21.SU Approval/21.SU Approval/21.SU Approval/21.SU Approval/21.SU Approval/21.SU Approval/21.SU Approval/21.SU Approval/21.SU
5. Old Business a.		
6. New Business a. Cultural Literacy General Education Certification	James Bryant-Terise	Informational
7. Closing Comments a.		

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

Guests: Allison deFreese, Dawn Hendricks, Kristie Vande Kamp

Absent: ASG Representative, George Burgess, David Plotkin, Cynthia Risan, Terrie Sanne, Dru Urbassik, Jim Wentworth-Plato

1. Welcome & Introductions

2. Approval of Minutes

- a. Approval of the May 7, 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. **Related Instruction**

- i. BT-124 (Communication)

1. The Related Instruction Sub-Committee recommends BT-124 be approved for the first time as a Communication Related Instruction course.
2. The Curriculum Office will notify Apprenticeship since they are the only area with programs that have an open-ended Communication Related Instruction requirement.

- ii. CS-133VB (Computation)

1. The Related Instruction Sub-Committee recommends CS-133VB continue to be approved as a Computation Related Instruction course.

Motion to approve, approved

b. **NURSING**

Kristie Vande Kamp presented

- i. **Course Hours, Instructional Method, Credits Change**

- ii. NUR-101: changing from 36 LECT, 22 LE/LA to 36 LECT, 24 LE/LA. No credit change.

- iii. CCC education program for CNA 2 must meet the hours that are required by the OSBN. The hours listed above meet the OSBN requirement and are an accurate reflection of the NUR-101 class syllabus and how the curriculum is presented to the students.

Motion to approve, approved

c. **HORTICULTURE**

Megan Feagles presented for April Chastain

- i. **Course Inactivations**

1. HOR-125, 145, 148

2. Material from these classes has been incorporated into other classes, making the programs more efficient

Motion to approve, approved

- ii. **Program Amendment**

1. Landscape Management AAS

2. Removing HOR-212 from the electives. No other changes

Motion to approve, approved

d. **MUSIC**

Megan Feagles presented for Lars Campbell

- i. **Course Hours, Instructional Method, Credits Change**

1. MUP-122, 125, 150, 222, 225: Trying to align all of ensembles to utilize the same number of hours and credits. The proposed hours align with our currently approved hours for MUP-102, -105, -202, and -205.
2. MUS-218, 219, 222: This is how the course has been running, and noticed in the sabbatical fills for Kathleen Hollingsworth that the hours in the outline submission system were not reflecting the schedule we had been running.

Motion to approve, approved

ii. **Course Inactivations**

1. MUS-117
2. "Never runs. Never gets more than a person or two to sign up."

Motion to approve, approved

iii. **Program Amendment**

iv. Music Performance & Technology AAS

1. Updating MUP-150 to be 2 credits instead of 1. Removing the Business Skills and Program Electives.
2. Total credits change from 92-97 to 94-96.

Motion to approve, approved

e. **COUNSELING**

Casey Sims presented

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

1. HD-140
2. Changing from 11-33 LECT/1-3 Credits to 33 LECT, 3 Credits.
3. Variable credit has been confusing to students as they have to select a credit option without knowing beforehand why they are asked to determine their own credit assignment for the class. The class was initially developed as a variable credit course to accommodate students who chose to complete the course in a modular fashion, but we only offered that option during the first 3-4 years after the course was developed.

Motion to approve, approved

ii. **New Courses**

1. FYE-101ES
2. This course is identical to FYE-101, but will be taught in Spanish for students in the proposed Early Childhood Education and Family Studies in Spanish AAS and CC.

Motion to approve, approved

5. **Old Business**

6. **New Business**

a. **Curriculum Committee Chair Vote**

- i. Scot Pruyn was accepted the only nomination last meeting.
- ii. Scot was approved to be Chair next year. Normally a two-year appointment, but Scot is on sabbatical the following year the term will end 2022/SP.
- iii. Kerrie Hughes volunteered for alternate Chair

b. **Feedback on WR-121ES**

- i. Amanda Coffey and Allison deFreese presented
- ii. Will it be equated to WR-121? Likely not.
- iii. Not seeking gen ed approval because the course will be completely in Spanish and the gen ed writing criteria requires "students to craft clear sentences...in written English."
- iv. Transferability: course will transfer as an elective. It would not meet requirements for the AAOT. Would not serve as a prerequisite for WR-122 or 227?
- v. Would this course be used in other programs? Would it be open to students outside of the Early Ed in Spanish AAS?
- vi. Should it be numbered differently? English department thinks it would be a good idea to avoid confusion in advising, registration, other institutions.
- vii. It was suggested that English work with the World Languages department

7. **Closing Comments**

-Meeting Adjourned-

Next Meeting: June 4, 2021 (8-9:30am)

June 4, 2021

1. Course Title Change

Course	Current Title	Proposed Title

2. Course Number Change

Course	Title	Proposed Course Number

3. Outlines Reviewed for Approval

Course	Title	Implementation
AM-121	General Auto Repair I	2021/SU
AM-243	Fuel & Emission Control Systems	2021/SU
AM-244	Advanced Electrical Systems	2021/SU
BA-213	Decision Making with Accounting Information	2021/SU
BA-214	Business Communications	2021/SU
CH-222	General Chemistry	2021/SU
CH-223	General Chemistry	2021/SU
DMC-147	Music, Sound & Moviemaking	2021/SU
ECE-221	Observation & Guidance II in ECE Settings	2021/SU
ECE-235	Nutrition, Music & Movement in Early	2021/SU
ECE-239	Helping Children and Families Cope with	2021/SU
ED-246	School, Family & Community Relations	2021/SU
GIS-101	Principles of Geospatial Technology	2021/SU
GIS-201	Introduction to Geographic Information	2021/SU
GIS-205	Cartography and Map Making	2021/SU
GIS-236	Introduction to Programming for GIS	2021/SU
GIS-286	Remote Sensing	2021/SU
HDF-225	Prenatal, Infant & Toddler Development	2021/SU
HDF-247	Preschool Child Development	2021/SU
HOR-212	Flower Arranger's Garden	2021/SU
HOR-213	Computer-Aided Landscape Design	2021/SU
HOR-220	Plant Propagation/Fall	2021/SU
HOR-232	Commercial Floral Design	2021/SU
HOR-241	Nursery Management	2021/SU
HOR-242	Plant Propagation/Spring	2021/SU
HOR-248	Flower Arranger's Garden/Spring	2021/SU
MUP-102	Wind Ensemble	2021/SU
MUP-105	Jazz Ensemble	2021/SU
MUS-107	Introduction to Audio Recording I	2021/SU
MUS-108	Introduction to Audio Recording II	2021/SU
MUS-109	Introduction to Audio Recording III	2021/SU
MUS-114	Aural Skills I	2021/SU
MUS-115	Aural Skills I	2021/SU
MUS-116	Aural Skills I	2021/SU

MUS-127	Keyboard Skills I	2021/SU
MUS-134	Group Voice: Anyone Can Sing	2021/SU
MUS-135	Group Voice: Anyone Can Sing	2021/SU
MUS-136	Group Voice: Anyone Can Sing	2021/SU
MUS-147	Music, Sound & Moviemaking	2021/SU
MUS-161	Songwriting II	2021/SU
MUS-224	Aural Skills II	2021/SU
MUS-225	Aural Skills II	2021/SU
MUS-226	Aural Skills II	2021/SU
MUS-230	Music and Media: Sex, Drugs, Rock & Roll	2021/SU
MUS-280	Music/CWE	2021/SU
TA-280	Theatre/CWE	2021/SU

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Section #1 General Course Information

Department: AUWD

Submitter

First Name: Jay

Last Name: Leuck

Phone: 3052

Email: jayl

Course Prefix and Number: AM - 121

Credits: 3

Contact hours

Lecture (# of hours):

Lec/lab (# of hours): 72

Lab (# of hours):

Total course hours: 72

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: General Auto Repair I

Course Description:

In this course students will experience working in an auto shop/lab as they repair customer vehicles. They will apply concepts such as shop and personal safety, tools and their usage, and customer service as they develop workplace employability skills and work habits. 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): Basic Engine Technician

Are there prerequisites to this course?

Yes

Pre-reqs: AM-100

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: 1st term students seeking the AAS degree in Automotive Service Technology should meet with instructor prior to the beginning of the term

Requirements: Student Petition

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: 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 proper shop and personal safety rules and procedures,
2. identify tools and equipment and their usage in automotive applications,
3. demonstrate preparing a vehicle for service,
4. demonstrate preparing a vehicle for customer,
5. demonstrate effective workplace employability skills and good work habits.

This course does not include assessable General Education outcomes.

Major Topic Outline:

Shop and personal safety
 Tools and equipment
 Preparing vehicle for service
 Preparing vehicle for customer
 Workplace employability skills
 Work habits

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval

:

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Section #1 General Course Information

Department: AUWD

Submitter

First Name: Rick

Last Name: Lockwood

Phone: 3053

Email: rickl

Course Prefix and Number: AM - 243

Credits: 7

Contact hours

Lecture (# of hours):

Lec/lab (# of hours): 154

Lab (# of hours):

Total course hours: 154

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: Fuel & Emission Control Systems

Course Description:

Covers service of fuel storage and delivery systems: fuel injection, emission controls, and other electronic engine controls. Includes DSO use and exhaust gas analysis.

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?

No

Are there prerequisites to this course?

Yes

Pre-reqs: AM-129 with a C or better

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ 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?

No

Will this course appear in the schedule?

No

Student Learning Outcomes:

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

1. demonstrate how to service and repair fuel storage and delivery systems,
2. demonstrate how to service and repair mechanical and electronic fuel injection and emission control systems,
3. diagnose and repair emissions related problems,
4. demonstrate proper diagnostic thought process procedures.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Introduction to Fuel Systems and Emission Control.
 - a. Gasoline.
 - a1. Heat Value (BTU).
 - a2. Volatility.
 - a3. Octane Rating.
 - b. Emissions.
 - b1. Hydrocarbons (HC).
 - b2. Carbon Monoxide (CO).
 - b3. Oxides of Nitrogen (NOx).
 - b4. Carbon Dioxide (CO₂).
 - b5. Sulfur Oxides.
 - b6. Smog.
 - c. Air – Fuel.
 - c1. Ratios.
 - c2. Stoichiometric.
 - c3. Volumetric efficiency.
2. Emission and Fuel Economy Regulations.
 - a. Clean Air Act.
 - b. Environmental Protection Agency (EPA).
 - c. Corporate Average Fuel Economy (CAFÉ).
3. The Fuel System.
 - a. Storage Systems.
 - a1. Tanks, lines, filters, evaporative emission controls.
 - b. Delivery Systems.
 - c. Electric and Mechanical Fuel Pumps.
4. Emission Control Systems.
 - a. Positive Crankcase Ventilation (PCV).
 - b. Early Fuel Evaporation (EFE).
 - c. Evaporative Emission Control (EEC).
 - d. Air Injection (AIR).
 - e. Exhaust Gas Recirculation (EGR).
 - f. Catalytic Converters.
 - g. Computer Controlled Emission Control Systems.

- 5. Digital Storage Oscilloscopes.
 - a. Analog.
 - b. Digital.
 - b1. Time.
 - b2. Voltage.
 - b3. Amplitude.
 - b4. Frequency.
 - b5. Shape.
 - b6. Pulse width.
 - b7. Pattern.
- 6. Computer Sensor Testing and Diagnosis.
 - a. Engine Coolant Temperature sensor.
 - b. Exhaust Gas Recirculation.
 - c. Oxygen sensor.
 - d. Manifold Absolute Pressure sensor.
 - e. Manifold Vacuum sensor.
 - f. Throttle Position sensor.
 - g. Idle Air Control.
 - h. Fuel Injection.
 - h1. Port Fuel Injection.
 - h2. Throttle Body Injection.
- 7. OBD II.
 - a. Drive Cycle.
 - b. Monitor status.

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

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

Percent of course: 35%

First term to be offered:

Next available term after approval
:



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Section #1 General Course Information

Department: AUWD

Submitter

First Name: Jay

Last Name: Leuck

Phone: 3052

Email: jayl

Course Prefix and Number: AM - 244

Credits: 7

Contact hours

Lecture (# of hours):

Lec/lab (# of hours): 154

Lab (# of hours):

Total course hours: 154

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

Course Title: Advanced Electrical Systems

Course Description:

This course includes electronic and computer fundamentals, general electrical system diagnosis, instrument cluster and driver information systems diagnosis and repair, body electrical systems diagnosis and repair.

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?

No

Are there prerequisites to this course?

Yes

Pre-reqs: AM-129 with a C or better

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ 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?

No

Will this course appear in the schedule?

No

Student Learning Outcomes:

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

1. demonstrate general electrical system diagnosis;
2. demonstrate instrument cluster and driver information systems diagnosis and repair;
3. demonstrate body electrical systems diagnosis and repair.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. ATech 1820A Automotive electronics
2. Electronic fundamentals
3. Capacitance and capacitors
4. Computer fundamentals
5. Can and network communications
6. Driver information and navigation systems
7. Horn, wiper, and blower motor circuits
8. Accessory circuits
9. Airbag and pre-tensioner circuits
10. Audio system operation and diagnosis

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**

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

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

Course Prefix and Number: BA - 213**# 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: Decision Making with Accounting Information**Course Description:**

Building on the introduction to financial accounting, this course focuses on managerial accounting, which is the language of business for internal management in manufacturing and service organizations. Managerial accounting drives effective operational decisions by analyzing the components and flow of costs for products and services, as well as for jobs, activities, and segments. Budgets convey an organization's plan of operations, while performance measurement compares variances with actual results. This course is recommended for those interested in business in general, as well as for those planning a career in accounting.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): Business and Accounting AAS

Are there prerequisites to this course?

Yes

Pre-reqs: BA-211

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**

✓ **Fall**

✓ **Winter**

✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. explain why managerial accounting is important and to whom, what technical processes and tools are used, and how this type of data impacts internal decision making;
2. classify costs, determine cost drivers, and journalize transactions as costs flow through the manufacturing process;
3. differentiate between a variety of absorption and variable costing methods and systems;
4. examine cost-volume-profit relationships, and calculate contribution margins, operating income, and performance measurements; and
5. apply sensitivity analyses and standard costing practices, prepare budgets and schedules, and analyze variances.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Introduction to managerial accounting.
2. Cost concepts.
2. Job order costing.
3. Activity-based costing.
4. Cost-Volume-Profit analysis.
5. Variable costing.
6. Master budgets, flexible budgets, standard costs, and variance analysis.
7. Performance measurement.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

- EOU (Eastern Oregon University)** **PSU (Portland State University)**
- OIT (Oregon Institute of Technology)**
- OSU (Oregon State University)** **UO (University of Oregon)**

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

OIT: ACC 203 Prin of Managerial Accounting
PCC: BA 213

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

:



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

First Name: michael
Last Name: moiso
Phone: 3770
Email: mmoiso

Course Prefix and Number: BA - 214**# 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 Communications**Course Description:**

This course focuses on the development of written communication skills in a business organization. Within communications, the interpersonal skills, in the form of both written and oral expression, are integrated to achieve individual and organizational objectives. Both informal and formal techniques are applied to a variety of business communication scenarios.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: WR-121, and CS-120 or BA-131

Requirements:

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

Yes

Area: Communication

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 the requirements of effective communications in business situations,
2. deliver effective written and oral communications,
3. develop individual and team written assignments and present them to others,
4. complete written communication documents including letters, memos, and reports using effective writing styles;
5. prepare a business proposal/report using appropriate research and writing techniques,
6. explain and demonstrate effective interview techniques.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Introduction and class information.
2. Skill assessment.
3. Teamwork and organization setting for business communication.
4. Interpersonal communications.
5. Effective use of language.
6. Techniques of style.
7. Routine & pleasant correspondence.
8. Memos.
9. Writing about the unpleasant.
10. Public speaking & oral reporting.
11. Negotiation skills.
12. Individual and group reports.
13. Writing to persuade.
14. Business research methods.
15. The job application packet.
16. Organizing and writing short reports & proposals.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

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

Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Sciences

Submitter

First Name: **George**
Last Name: **Burgess**
Phone: **3347**
Email: **george.burgess@clackamas.edu**

Course Prefix and Number: CH - 222

Credits: 5

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours): 33
Total course hours: 77

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: General Chemistry

Course Description:

A lab course discussing basic concepts of chemical bonding; molecular geometry and bonding theories; gases; intermolecular forces, solids, and liquids; properties of solutions; kinetics; and chemical equilibrium.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ **Science & Computer Science**

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: CH-221 with a C or better

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

No

Are there corequisites to this course?

Yes

Co-reqs: CH-222L & CH-222S

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. correctly describe, explain, apply, illustrate, evaluate and perform qualitative and quantitative calculations based on information given, derived, and/or and developed in a laboratory setting involving concepts, models, and theories;
 2. read actively, think critically and write purposely and capably about scientific concepts, theories, and problems based in chemistry;
 3. demonstrate the ability to communicate and comprehend basic scientific principles and concepts important to an understanding of major topics in general chemistry, (SC1)
 4. critically examine fundamentals of chemistry and their role in shaping current scientific knowledge, (SC3)
 5. apply key concepts of general chemistry to solutions for everyday problems and generate further questions, (SC1)
 6. apply scientific and technical inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations and solve problems; (SC2)
 7. use electronic resources and common laboratory equipment in the pursuit of scientific inquiry, (SC2)
 8. demonstrate an ability to work individually and collaboratively to critically analyze scientific data, explore ideas and present complex scientific issues; (SC2)
 9. apply mathematics and technology to accurately interpret, validate and communicate solutions to solve scientific problems and test hypotheses; (SC1)
 10. critically examine the influence of scientific and technical knowledge on human society and the environment. (SC3)
-

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

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

SS: Social Science Outcomes

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

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

CL: Cultural Literacy Outcome

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

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

:

Major Topic Outline:

1. Basic concepts of chemical bonding.
 - a. Lewis symbols and the octet rule.
 - b. Ionic bonding.
 - c. Covalent bonding.
 - d. Bond polarity and electronegativity.
 - e. Drawing Lewis structure.
 - f. Resonance structure.
 - g. Exceptions to the octet rule.
 - h. Strengths of covalent bonds.
2. Molecular geometry and bonding theories.
 - a. Molecular shapes.
 - b. The VSEPR model.
 - c. Molecular shape and molecular polarity.
 - d. Covalent bonding and orbital overlap.
 - e. Hybrid orbitals.
 - f. Multiple bonds.
 - g. Molecular orbitals.
 - h. Second-row diatomic molecules.
3. Gases.
 - a. Characteristics of gases.
 - b. Pressure.
 - c. The gas laws.
 - d. The ideal-gas equation.
 - e. Further applications of the ideal-gas equation.
 - f. Gas mixtures and partial pressures.
 - g. Kinetic-molecular theory.
 - h. Molecular effusion and diffusion.
 - i. Real gases: deviations from ideal behavior.
4. Intermolecular forces, liquids, and solids.
 - a. A molecular comparison of gases, liquids, and solids.
 - b. Intermolecular forces.
 - c. Some properties of liquids: viscosity and surface tension.
 - d. Phase changes.
 - e. Vapor pressure.
 - f. Phase diagrams.
 - g. Structures of solids.
 - h. Bonding in solids.

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

- | | |
|--------------------------------|-----------|
| 1. Increased energy efficiency | No |
| 2. Produce renewable energy | No |

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

EOU: CHEM 205
 OIT: CHE 222
 OSU: CHEM 232/262
 PSU: CH 222/228
 SOU: CH 222/228
 UO: CH 222/228
 WOU: CH 222

How does it transfer? (Check all that apply)

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

:

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

- Other. Please explain.**

Institution transfer equivalency websites.

First term to be offered:

Next available term after approval

:

Clackamas Community College

Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Sciences

Submitter

First Name: **George**
Last Name: **Burgess**
Phone: **3347**
Email: **george.burgess@clackamas.edu**

Course Prefix and Number: CH - 223

Credits: 5

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours): 33
Total course hours: 77

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: General Chemistry

Course Description:

A lab course discussing states of matter, solutions, acids and bases, electrochemistry, nuclear chemistry, and spectroscopy. Topics involving organic chemistry and biochemistry are introduced.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ **Science & Computer Science**

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: CH-222 with a C or better

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

No

Are there corequisites to this course?

Yes

Co-reqs: CH-223L & CH 223S

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?

✓ **Summer**

✓ **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. correctly describe, explain, apply, illustrate, evaluate and perform qualitative and quantitative calculations based on information given, derived, and/or and developed in a laboratory setting involving concepts, models, and theories;
 2. read actively, think critically and write purposely and capably about scientific concepts, theories, and problems based in chemistry;
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 4. critically examine fundamentals of chemistry and their role in shaping current scientific knowledge, (SC3)
 5. apply key concepts of general chemistry to solutions for everyday problems and generate further questions, (SC1)
 6. apply scientific and technical inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations and solve problems; (SC2)
 7. use electronic resources and common laboratory equipment in the pursuit of scientific inquiry, (SC2)
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 9. apply mathematics and technology to accurately interpret, validate and communicate solutions to solve scientific problems and test hypotheses; (SC1)
 10. critically examine the influence of scientific and technical knowledge on human society and the environment. (SC3)
-

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AAOT/ASOT GENERAL EDUCATION OUTCOMES
COURSE OUTLINE MAPPING CHART

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- 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.
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

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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

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

CL: Cultural Literacy Outcome

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

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

:

Major Topic Outline:

1. Acid-base equilibria.
 - a. Acids and bases: review.
 - b. Bronsted-Lowery acids and bases.
 - c. Autoionization of water.
 - d. pH scale.
 - e. Strong acids and bases.
 - f. Weak acids.
 - g. Weak bases.
 - h. Relationship between K_a and K_b .
 - i. Acid-base properties of salt solutions.
 - j. Acid-base behavior and chemical structure.
 - k. Lewis acids and bases.
2. Additional aspects of aqueous equilibria.
 - a. Common-ion effect.
 - b. Buffered solutions.
 - c. Acid-base titrations.
 - d. Solubility equilibria.
 - e. Factors that affect solubility.
 - f. Precipitation and separation of ions.
 - g. Qualitative analysis for metallic elements.
3. Chemical thermodynamics.
 - a. Spontaneous processes.
 - b. Entropy and the second law of thermodynamics.
 - c. The molecular interpretation of entropy.
 - d. Entropy changes in chemical reactions.
 - e. Gibbs free energy.
 - f. Free energy and temperature.
 - g. Free energy and the equilibrium constant.
4. Electrochemistry.
 - a. Oxidation states and oxidation-reduction reactions.
 - b. Balancing oxidation-reduction equations.
 - c. Voltaic cells.
 - d. Cell EMF under standard conditions.
 - e. Free energy and redox reactions.
 - f. Cell EMF under nonstandard conditions.
 - g. Batteries and fuel cells.
 - h. Corrosion.
 - i. Electrolysis.
5. Nuclear chemistry.
 - a. Radioactivity.
 - b. Patterns of nuclear stability.
 - c. Nuclear transmutations.

- d. Rates of radioactive decay.
- e. Detection of radioactivity.
- f. Energy changes in nuclear reactions.
- g. Nuclear power: fission.
- h. Nuclear power: fusion.
- i. Radiation in the environment and living systems.
- 6. Metals and metallurgy.
 - a. Occurrence and distribution of metals.
 - b. Pyrometallurgy.
 - c. Hydrometallurgy.
 - d. Electrometallurgy.
 - e. Metallic bonding.
 - f. Alloys.
 - g. Transition metals.
 - h. Chemistry of selected transition metals.
- 7. Organic and biological chemistry.
 - a. General characteristics of organic molecules.
 - b. Introduction to hydrocarbons.
 - c. Alkanes, alkenes, and alkynes.
 - d. Organic functional groups.
 - e. Chirality in organic chemistry.
 - f. Introduction to biochemistry.
 - g. Proteins.
 - h. Carbohydrates.
 - i. Lipids.
 - j. Nucleic acids.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

EOU: CHE 206
OIT: CH 223
OSU: CH 233/263
PSU: CH 223/229
SOU: CH 223/229
UO: CH 223/229
WOU: CH 223

How does it transfer? (Check all that apply)

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

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

✓ **Other. Please explain.**

Institutional transfer equivalency websites

First term to be offered:

Next available term after approval

:

Clackamas Community College

Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Music

Submitter

First Name: Brian

Last Name: Rose

Phone: 3340

Email: brianr

Course Prefix and Number: DMC - 147

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: Music, Sound & Moviemaking

Course Description:

Presents the basic components of designing, shooting, recording audio, and post production of movies as well as the history and theory that has led to contemporary film production.

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.

Yes

Course Number: MUS-147 Title: Music, Sound & Moviemaking

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. apply basic techniques used in creating a movie and audio components from conception to print.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Screenwriting and story boarding.
2. Shooting/filming techniques.
3. Foley.
4. Sound effects.

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)

How does it transfer? (Check all that apply)

:

First term to be offered:

Next available term after approval

:

Clackamas Community College

Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Education, Human Services & Criminal Justice

Submitter

First Name: Dawn
Last Name: Hendricks
Phone: 6158
Email: dawnt

Course Prefix and Number: ECE - 221

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: Observation & Guidance II in ECE Settings

Course Description:

Designed to help students explore in greater depth the observation and guidance of children from birth-3rd grade within the classroom environment. In this more advanced course, the student focuses on additional observation and guidance techniques for observing groups of children and addresses challenging behaviors and other issues within the early childhood environment. The practitioner's role in using observation to promote their own development and to assist in the development of the children is explored in depth.

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): Early Childhood Education & Family Studies AAS

Are there prerequisites to this course?

Yes

Pre-reqs: ECE-121

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F Only

Audit: Yes

When do you plan to offer this course?

✓ **Fall**

Is this course equivalent to another?

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

Yes

Course Number: **ECE-221ES** Title: **Observación y Orientación II en Educación Temprana**

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. systematically observe and record individual and groups of children in their natural setting, the classroom;
2. record observations of children using rating scales, ABC narrative event sampling, tally event sampling and time sampling techniques;
3. analyze observational data to plan appropriate experiences for children,
4. facilitate conflict management and guidance talks with children as needed,
5. implement intervention strategies and crisis management techniques in the classroom,
6. make assessment decisions on individual children based on each child's strengths and needs,
7. collaborate with parents to become educational partners in the observation and assessment of their children,
8. explain the purposes and structure of the Classroom Assessment Scoring System (CLASS) for observing and assessing the quality of teacher/child interactions,
9. explain how culture and language influence our observations of children.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Recording observations with rating scales.
2. Recording observations with ABC narrative event sampling.
3. Recording observations with time sampling techniques.
4. Recording observations with tally event sampling techniques.
5. Using observation and assessment data to meet the needs of each child.
6. Facilitating conflict management with children.
7. Facilitating guidance talks with children.
8. Understanding the influence of diverse family demographics on children.
9. Discussing the impacts of cultural and linguistic diversity when observing children.
10. Partnering with families to share observation and assessment information.

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 2022

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information**Department:** Education, Human Services & Criminal Justice**Submitter**

First Name: Dawn

Last Name: Hendricks

Phone: 6158

Email: dawn.hendricks

Course Prefix and Number: ECE - 235

Credits: 3**Contact hours**

Lecture (# of hours): 33

Lec/lab (# of hours):

Lab (# of hours):

Total course hours: 33

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

Course Title: Nutrition, Music & Movement in Early Childhood Education**Course Description:**

Course focuses on factors that contribute to childhood obesity and strategies to prevent it in early learning environments. Students explore current standards and evidence-based practices in nutrition education, movement and music in early childhood and explore ways to incorporate developmentally appropriate nutrition, music and movement education into the early childhood environment and curriculum.

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): Early Childhood Education & Family Studies AAS

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

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.

Yes

Course Number: **ECE-235ES** Title: **Nutrición, Música y Movimiento**

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 factors that contribute to the current epidemic of childhood obesity in young children,
2. identify the benefits of appropriate nutrition, music and movement to young children's development in various domains: cognitive, social, emotional, physical and creativity;
3. access and evaluate information and resources from nationally recognized organizations on early childhood nutrition, movement and music;
4. develop activity plans that incorporate developmentally appropriate nutrition education into the daily routines and curriculum, aligned with national standards;
5. develop activity plans that incorporate developmentally appropriate physical activity and movement education into daily routines and curriculum (fine and gross motor activities), aligned with national standards;
6. design, develop and incorporate multiple ways to incorporate music and music education into daily routines and curriculum, aligned with national standards.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. The childhood obesity epidemic.
2. Preventing and responding to childhood obesity
3. National standards and initiatives in music and movement
4. Child outcomes, skills and levels in movement education
5. Child outcomes, skills and development in music exploration and education.
6. Linking nutrition, music, movement in an integrated curriculum.
 - a. Designing child-focused environments.
 - b. Developing effective curriculum and activities.
 - c. Incorporating best practices and developmentally appropriate teaching strategies.
7. Individualizing to support every child.
 - a. Recognizing and supporting special needs.
 - b. Supporting each child's cultural identity and home language.
8. Developmentally appropriate assessment and program evaluation in movement and music education.

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 2023

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information**Department:** Education, Human Services & Criminal Justice**Submitter**

First Name: Dawn

Last Name: Hendricks

Phone: 6158

Email: dawn.hendricks

Course Prefix and Number: ECE - 239

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: Helping Children and Families Cope with Stress**Course Description:**

Focuses on stressors in society that can affect children and families including environmental stress, divorce and death. Effective strategies teachers can use to support children and families during times of stress are included.

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): Early Childhood Education & Family Studies AAS

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

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.

Yes

Course Number: **ECE-239ES** Title: **Ayudar a los niños y las familias a afrontar el es**

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 stressors that affect children and families;
2. communicate with children and provide opportunities and support for them to understand, acquire and use verbal and nonverbal means of communicating thoughts and feelings to lessen frustration levels;
3. communicate with parents various techniques to assist them in child guidance as it relates to various stressors;
4. define a child's immature understanding of death, eventually leading to a mature understanding;
5. explain how a child's response to loss involves both his/her mental and emotional developmental stages and previous experience with loss;
6. describe the impact of divorce and resulting adjustments needed by children and parents,
7. demonstrate and describe an appreciation for cultural diversity, and
8. identify ways to support and nurture children through times of stress, transition, loss and grief.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Types of stress
2. Coping with stress
3. Nature of empathy
4. Stress in families
5. Temporary and Permanent separation
6. Divorce
7. Adoption
8. Death
9. Natural disasters
10. Community violence and school shootings
11. Anger issues
12. Helping strategies for non-therapists

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 2023

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information**Department:** Education, Human Services & Criminal Justice**Submitter**

First Name: Dawn

Last Name: Hendricks

Phone: 6158

Email: dawn.hendricks

Course Prefix and Number: ED - 246

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: School, Family & Community Relations**Course Description:**

This course focuses on the knowledge and skills to work effectively with families and community professionals in early childhood education (6 weeks of age through 3rd grade). Emphasis is on building and maintaining positive relationships to foster cooperation and mutual respect between early childhood professionals and the families of the children with whom they are working.

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)?

Yes

Check which General Education requirement:

✓ **Writing**

✓ **Oral Communication**

✓ **Social Science**

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

Yes

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

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.

Yes

Course Number: **ECE-246ES** Title: **Relaciones entre la escuela, la familia y la comun**

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. explain how applying family systems theory to ECE practice can help explain why members of a family behave the way they do in given situations;
 2. describe the historical and philosophical perspectives that have influenced school, family and community relations;
 3. identify the diversity of family demographics, including family composition, socio-economic status, ethnic and cultural factors, and religious orientation;
 4. communicate effectively with families to share knowledge of their children and support their growth and development;
 5. facilitate home visits, family conferences and other formal ways of communicating with families;
 6. identify and analyze the levels of involvement that exist in school, family and community partnerships;
 7. implement strategies to encourage family involvement in the classroom;
 8. participate in a team approach to support and work with families of children with disabilities.
-

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

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

SP: Speech/Oral Communication Outcomes

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

Outcomes Assessment Strategies:

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

:

Major Topic Outline:

1. Influences on children's lives.
2. Viewing family diversity.
3. Family systems theory.
4. Family Mapping.
5. Roles and experiences of parents.
6. Families of children with disabilities.
7. Protecting children/fostering learning.
8. Epstein's levels of family, school and community partnerships.
9. Curriculum of the home.
10. Curriculum of the community.
11. Collaborative relationships.
12. Building school partnerships.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

How does it transfer? (Check all that apply)

general elective

:

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

Other. Please explain.

articulation agreement

First term to be offered:

Specify term: Spring 2022

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information**Department:** EGIS**Submitter**

First Name: Eric
Last Name: Roberts
Phone: 6495
Email: eric.roberts

Course Prefix and Number: GIS - 101**# 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: Principles of Geospatial Technology**Course Description:**

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

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): CC.GISTECHNOLOGY

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**

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 role of geospatial technology as tools integral to society;
2. connect fundamental cartographic and mapping concepts to geospatial technologies;
3. articulate key geospatial technology terms and concepts;
4. use a variety of geospatial software.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Geospatial Technologies and Software
2. Map Forms and Uses
3. Map Scale, Generalization, and Elements
4. Geodesy
5. Spatial Data and Privacy
6. Geographic Information Systems and the Future of Geospatial Capabilities
7. Global Navigation Satellite Systems
8. Remote Sensing and Image Interpretation
9. Digital Terrain and the Physical Landscape
10. Career Opportunities in the Geospatial Industry

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 | Yes |
| 5. Supports green services | Yes |

Percent of course: 20%

First term to be offered:

Next available term after approval

:

Clackamas Community College

Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: EGIS

Submitter

First Name: Eric
Last Name: Roberts
Phone: 6495
Email: eric.roberts

Course Prefix and Number: GIS - 201

Credits: 3

Contact hours

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

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

Course Title: Introduction to Geographic Information Systems

Course Description:

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

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): CC.GISTECHNOLOGY

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**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. explain different map types and elements;
2. query features using logical expressions;
3. find features using spatial relationships;
4. research and obtain spatial data and non-spatial data;
5. explore and apply geodetic principles to GIS data;
6. use joins to solve geospatial problems;
7. create and use a geodatabase in the ArcGIS environment;
8. create maps and present analysis findings.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Basics of ArcGIS.
2. Locating and processing spatial data.
3. Displaying and georeferencing data in ArcGIS.
4. Table and spatial joins in ArcGIS.
5. Vector and raster analysis in ArcGIS.
6. Working with attributes in ArcGIS.
7. Spatial and attribute queries.
8. Presenting data in ArcGIS.
9. Basic cartographic principles.

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 | Yes |
| 5. Supports green services | Yes |

Percent of course: 20%

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: EGIS

Submitter

First Name: Eric
Last Name: Roberts
Phone: 6495
Email: eric.roberts

Course Prefix and Number: GIS - 205

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: Cartography and Map Making

Course Description:

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

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): CC.GISTECHNOLOGY

Are there prerequisites to this course?

Yes

Pre-reqs: GIS-201

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

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

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Winter**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. apply cartographic principles, theory and styles to create effective maps using GIS software;
2. critique maps based on cartographic and design principles;
3. apply cartography to examine cultural and environmental issues.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Map design and Layout
2. Types of Maps
3. Map colors
4. Map symbols
5. Map labels and fonts
6. Map generalization
7. Quantitative and Qualitative data

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

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

Percent of course: 20%

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: EGIS

Submitter

First Name: Shelly
Last Name: Tracy
Phone: 0945
Email: shellyt

Course Prefix and Number: GIS - 236

Credits: 3

Contact hours

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

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

Course Title: Introduction to Programming for GIS

Course Description:

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

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): CC.GISTECHNOLOGY

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: GIS-101

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. describe how computers and computer programs work;
2. write scripts using the Python programming language;
3. apply Python coding best practices and software development methodology;
4. demonstrate how to design, write, and implement a Python program to solve a given problem.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Basic of computer programming and how to communicate with the computer
2. Data types, variables, expressions, and statements
3. strings
4. Control structures, conditional execution, loops, and iterations
5. Data structures, lists, dictionaries, tuples
6. Reading and writing from files
7. Functions
8. Object-oriented programming. Classes, modules, and site-packages
9. Advanced Python. Comprehensions, decorators, context managers
10. Error handling and logging
11. Network, web, database access and manipulation.

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval

:

Clackamas Community College
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Section #1 General Course Information

Department: EGIS

Submitter

First Name: Eric

Last Name: Roberts

Phone: 6495

Email: eric.roberts

Course Prefix and Number: GIS - 286

Credits: 3

Contact hours

Lecture (# of hours):

Lec/lab (# of hours): 60

Lab (# of hours):

Total course hours: 60

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

Course Title: Remote Sensing

Course Description:

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

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): CC.GISTECHNOLOGY

Are there prerequisites to this course?

Yes

Pre-reqs: GIS-201

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Spring

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. explain how remote sensing data is acquired;
2. perform data analysis using remotely sensed data;
3. discuss LIDAR data and how to use it in a GIS;
4. explain how the acquisition of remotely sensed data works with Unmanned Aerial Vehicles (UAVs);
5. process remotely sensed data;
6. explore and acquire remote sensing data;
7. explain Spectral Remote Sensing (SRS);
8. apply Land Observation Satellite (Landsat) data in a GIS environment.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. The history of aerial photography and remote sensing.
2. Acquisition of remote sensing data.
3. Stereo Photography.
4. Orthophotography.
5. Transfer of Detail from the camera to your computer.
6. Analyzing aerial photographs - principles and techniques.
7. LIDAR data.
8. 3D remotely sensed data.
9. Raster analysis in GIS.
10. Remote sensing data from UAVs.
11. Spectral Remote Sensing.
12. Land Observation Satellite (Landsat) data.

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

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

Percent of course: 20%

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

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Section #1 General Course Information**Department:** Education, Human Services & Criminal Justice**Submitter**

First Name: Dawn

Last Name: Hendricks

Phone: 6158

Email: dawn.hendricks

Course Prefix and Number: HDF - 225

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: Prenatal, Infant & Toddler Development**Course Description:**

Explores the principles of child development, prenatal through three years of age. Emphasis will be placed on the physical, cognitive, and social-emotional development of young children. The impact of family dynamics, culture and socio-economic status on children's development will be explored.

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)?

Yes

Check which General Education requirement:

✓ **Writing**

✓ **Oral Communication**

✓ **Social Science**

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

Yes

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

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Winter**

Is this course equivalent to another?

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

Yes

Course Number: **HDF-225ES** Title: **Desarrollo de las Etapas Prenatal, Infantes y de N**

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. explain the different theories used to explain prenatal and early childhood development;
 2. describe the milestones of prenatal development and the influencing factors on the development of the fetus;
 3. summarize the sequence of physical development for children birth through three years of age;
 4. describe the process of brain development and cognitive functioning for children birth through three years of age;
 5. discuss the milestones of language and literacy development birth through three years of age;
 6. identify major social and emotional milestones during the infant and toddler years;
 7. explain how language and culture influence development and child rearing practices;
 8. summarize how socio-cultural and economic factors influence the child and family.
-

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

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

SP: Speech/Oral Communication Outcomes

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

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

SC: Science or Computer Science Outcomes

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

Outcomes Assessment Strategies:

✓ **Projects**

✓ **Presentations**

✓ **Rubrics**

:

Major Topic Outline:

1. Theories of human development.
2. Pregnancy and prenatal development.
3. The Family at Birth
4. Birth and the newborn baby.
5. Brain, perceptual and motor development during the first year
6. Social-emotional development during the first year
7. Cognitive, language and literacy development during the first year
8. Physical development and health from 1-3 years old.
9. Cognitive development during the first three years.
10. Psycho-social development during the first three years.

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 2023

Clackamas Community College
Online Course/Outline Submission System

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Section #1 General Course Information**Department:** Education, Human Services & Criminal Justice**Submitter**

First Name: Dawn

Last Name: Hendricks

Phone: 4158

Email: dawn.hendricks

Course Prefix and Number: HDF - 247

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: Preschool Child Development**Course Description:**

This course focuses on principles of development in children three to seven years old, including physical, cognitive, language, and social and emotional growth. Explores major historical theories of child development and current research and practices. A focus on how culture, family dynamics, and socio-economic status impact growth and development are included.

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)?

Yes

Check which General Education requirement:

✓ **Writing**

✓ **Oral Communication**

✓ **Social Science**

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

Yes

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

Are there prerequisites to this course?

Yes

Pre-reqs: HDF-225

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

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

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F 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.

Yes

Course Number: **HDF-247ES** Title: **Desarrollo y crecimiento en la niñez (3 años de ed**

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. summarize the historical perspectives and evolution of major theories of cognitive and socioemotional development in children ages three to seven years,
 2. identify and explain the importance of the ethical and scientific standards for child development research and practices,
 3. identify and discuss current theories, research and emerging trends in the field of early child development;
 4. provide examples of major milestones in the physical, cognitive, language and socioemotional domains in children ages two to six years;
 6. recognize examples of behaviors from the physical, cognitive, and socioemotional domains of development;
 7. describe developmental, cultural and environmental factors that influence children's physical, cognitive, language and socioemotional development during early childhood;
 8. explain how culture and language impact a preschool child's development,
 9. describe strategies to support development.
-

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

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

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

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

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

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

- P** 2. Respond to the needs of diverse audiences and contexts.
- P** 3. Build and manage relationships.

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

- P** 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**✓ **Presentations**✓ **Multiple Choice Test**

:

Major Topic Outline:

1. Historical and theoretical perspectives of early childhood development.
2. Ethical and critical considerations, national standards.
3. Current issues and emerging trends in early childhood development and practices for preschoolers.
4. Cognitive, language and literacy development in three to six year olds.
5. Perceptual, motor and physical development in three to six year olds.
6. Emotional and social development in three to six year olds.
7. The impact of language and culture on preschool children's development.

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

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

Percent of course: 0%

First term to be offered:**Specify term:** Spring 2022

Clackamas Community College
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Section #1 General Course Information

Department: Horticulture

Submitter

First Name: April

Last Name: Chastain

Phone: 3055

Email: april.chastain

Course Prefix and Number: HOR - 212

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: Flower Arranger's Garden

Course Description:

Learn to identify and use organic methods to grow fall season plants which are suitable for use as cut flowers and foliage. Includes basic floral design and visits to local cutting gardens. Ideal for garden designers, home gardeners, and growers of commercial cutting gardens.

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

Are there prerequisites to this course?

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?

No

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. identify simple and easy styles of floral design;
2. select and prepare proper container;
3. determine suitable types of flowers for specific arrangement styles and containers;
4. explain factors that impact cut flower/foilage longevity (vase life);
5. cite cultural and handling requirements for 40 unusual types of plants including woody shrubs, herbaceous perennials, annuals and biennials, native plants, and more;
6. demonstrate proper maintenance of fresh flower arrangements to allow for maximum longevity.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Flower arrangement.
 - a. Styles of arrangements.
 - b. Container selection including traditional and new ideas.
 - c. Form of the arrangement to suit style.
 - d. Suitable species of flowers for specific styles.
 - e. New ideas for the designer/arranger.
 - f. Study of cut flower longevity.
2. Cultural requirements of 40 different annual and herbaceous.
 - a. Perennial plants.
 - b. Botanic name - common name.
 - c. Exposure for maximum quality plant growth.
 - d. Soil requirements for each species.
 - e. Environmental considerations for plant culture.
 - f. Harvest timing and conditioning for quality stems for arrangements.

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: 25%

First term to be offered:

Next available term after approval

:

Clackamas Community College

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Section #1 General Course Information

Department: Horticulture

Submitter

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

Course Prefix and Number: HOR - 213

Credits: 3

Contact hours

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

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

Course Title: Computer-Aided Landscape Design

Course Description:

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

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

Are there prerequisites to this course?

Yes

Pre-reqs: HOR-229

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

No

Are there corequisites to this course?

No

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

Yes

Recommendations: CS-120 or comparable computer skills

Requirements:

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Not every year**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

No

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

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

This course does not include assessable General Education outcomes.

Major Topic Outline:

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

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

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

Percent of course: 0%

First term to be offered:

Specify term: Spring 2021

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Online Course/Outline Submission System

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Section #1 General Course Information

Department: Horticulture

Submitter

First Name: April

Last Name: Chastain

Phone: 3055

Email: april.chastain

Course Prefix and Number: HOR - 220

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: Plant Propagation/Fall

Course Description:

Proper techniques for reproducing plants from seeds, cuttings, and grafting. Emphasis on seasonal plant production. 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, Landscape AAS

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

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?

No

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate the successful technique for propagating semi-hardwood cuttings;
2. describe the environmental requirements for successful cutting propagation;
3. explain the factors important to successful seed collection, storage and breaking of dormancy;
4. explain the sources of variation within both sexually and clonally propagated plants;
5. describe the process of layering, and how it's used in commercial propagation;
6. make sound decisions concerning approaches to propagation, based on knowledge, research and experimentation;
7. maintain accurate records, and conduct research using the internet and other publications.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Plant physiology.
 - a. Plant parts.
 - b. Plant physiological processes.
2. Plant and environment—relationships for survival.
 - a. Sanitation.
 - b. Fertility.
 - c. Diseases and insect control.
 - d. Plant quality.
3. Propagation structures and materials.
 - a. Structures for plant propagation.
 - b. Equipment for propagation.
 - c. Propagation media.
 - d. Hormones and "wounding."
4. Seed propagation.
 - a. Seed harvest/selection.
 - b. Seed viability.
 - c. Seed storage.
 - d. Seed stratification.
 - e. Seed scarification.
5. Asexual plant propagation by cuttings, budding, grafting, layering, specialized structures and tissue culture.
 - a. Advantages and disadvantages of each method.
 - b. Timing of asexual propagation.
 - c. Selection of cutting wood.
 - d. Use of various plant parts.
 - e. Collecting propagation materials.
 - f. Record keeping for asexual propagation.

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: 10%

First term to be offered:

Next available term after approval

:

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Section #1 General Course Information

Department: Horticulture

Submitter

First Name: April

Last Name: Chastain

Phone: 3055

Email: april.chastain

Course Prefix and Number: HOR - 232

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: Commercial Floral Design

Course Description:

This course covers design techniques used by florists to create arrangements, corsages, and bouquets using fresh flowers. Cut flower conditioning and handling, pricing and sales strategies will also be covered. 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

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Winter**

✓ **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?

No

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. design, create and price floral arrangements, corsages and bouquets;
2. tie bows appropriate for the arrangements;
3. identify the special selling techniques involved in selling wedding displays.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Basic supplies and equipment.
2. Bow tying.
3. Container options.
4. Care and handling of fresh flowers.
5. Techniques for wiring flowers.
6. Color theory and trends.
7. Elements and principles of design.
 - a. Round arrangement.
 - b. Centerpiece.
 - c. Asymmetrical arrangement.
 - d. Western line arrangement.
 - e. Large symmetrical arrangement.
 - f. Designing roses.
 - g. Baby novelty arrangement.
 - h. Mug arrangement.
8. Selling and servicing a wedding.
 - a. Creating a round bridal bouquet.
 - b. Creating a cascade bridal bouquet.
 - c. Orchid varieties available to florists.
 - d. Creating a wristlet corsage.
 - e. Packaging of corsages.
 - f. Designing a pew bow.
9. Pricing floral arrangements.
10. Floral wire services.

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: Horticulture

Submitter

First Name: Renee

Last Name: Harber

Phone: 3294

Email: rharber

Course Prefix and Number: HOR - 241

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: Nursery Management

Course Description:

Essentials of nursery practices, including containers and field growing practices, crop scheduling, management, and marketing.

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

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?

✓ **Fall**

✓ **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?

No

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. explain the different types of nurseries and key concepts for business success,
2. identify current trade organizations and how to keep updated through them,
3. demonstrate strategic planning and factors involved in creating a business plan,
4. apply general tools necessary to develop growing site,
5. describe different growing systems and basics of crop scheduling,
6. describe basic marketing tools used for plant sales,
7. explain general factors for shipping plants to markets,
8. describe basics in hiring, managing and firing employees;
9. develop model Hazard Communication Program or Safety Program.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Planning the nursery and garden center.
 - a. Site selection/environmental factors.
 - b. Layout for sales and growing.
 - c. Structures.
 - d. Safety.
2. Crop selection.
 - a. Production methods.
 - b. Propagation.
 - c. Growing systems.
 - d. Crop quality.
 - e. Marketing greenhouse and nursery crops.
3. Communication with co workers, clients and management.
 - a. Training and supervision.
 - b. Building a public image.
 - c. Meeting the customer's needs.
 - d. Company policies and standards.
4. Record keeping.
 - a. Legal necessities.
 - b. Financial records.
 - c. Personnel records.
 - d. Crop records.
 - e. Pricing strategy.
 - f. Using the records for guidance.

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:

Clackamas Community College
Online Course/Outline Submission System

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Section #1 General Course Information

Department: Horticulture

Submitter

First Name: April

Last Name: Chastain

Phone: 3055

Email: april.chastain

Course Prefix and Number: HOR - 242

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: Plant Propagation/Spring

Course Description:

Proper techniques for reproducing plants from cuttings, division, micropropagation and budding. Emphasis on seasonal plant production. 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, Landscape AAS

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

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**

✓ **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?

No

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate successful technique for dividing herbaceous perennials;
2. demonstrate successful technique for propagating deciduous softwood cuttings;
3. demonstrate successful technique for budding deciduous trees;
4. describe the environmental requirements for successful cutting propagation;
5. explain the factors necessary for successful microplant acclimation from laboratory to greenhouse;
6. describe the environmental/field conditions necessary for optimal seed germination and growth;
7. explain the basics of IPM and general sanitation approaches and concerns;
8. summarize how new plants are developed, trademarked and/or patented;
9. maintain accurate records, and to conduct research using the internet and other publications.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Propagation sanitation.
 - a. Reasons for sanitation.
 - b. What to sanitize.
 - c. Methods for sanitation.
2. Propagation timing.
 - a. Juvenility/aging.
 - b. Flowering vs. vegetative wood.
 - c. Tissue maturity.
 - d. Factors altering timing.
3. Rooting aids.
 - a. Rooting hormones.
 - b. Wounding.
4. Propagation media.
 - a. Reasons for selecting media type.
 - b. Media functions.
 - c. Factors influencing media functions.
 - d. Components of propagation media.
 - e. Media mixes.
5. Caring for plants while rooting.
 - a. Watering.
 - b. Misting.
 - c. Fertilizing.
 - d. Maintaining cutting environment.
6. Harvesting rooted plants.
 - a. Potting.
 - b. Growing on structures.
 - c. Overwintering.
7. Propagation through division.
 - a. Bulbs, rhizomes, corms, roots.
 - b. Timing of division.

- c. Media for plants produced.
- d. Growing on plants produced.
- 8. New cultivars.
 - a. Plant patent laws.
 - b. Plant hybridizers.
- 9. Propagation by budding.
 - a. Budding technique.
 - b. Budding production schedule in Oregon.
- 10. Microplant acclimatization.

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 | Yes |
| 5. Supports green services | Yes |

Percent of course: 30%

First term to be offered:

Next available term after approval

:

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Section #1 General Course Information

Department: Horticulture

Submitter

First Name: Renee

Last Name: Harber

Phone: 3294

Email: rharber

Course Prefix and Number: HOR - 248

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: Flower Arranger's Garden/Spring

Course Description:

Learn to identify and use organic methods to grow spring season plants which are suitable for use as cut flowers and foliage. Includes basic floral design, garden planting and visits to local cutting gardens. Ideal for garden designers, home gardeners, and growers of commercial cutting gardens. 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, Landscape AAS

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

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?

No

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. create simple and easy styles of floral design,
2. explain considerations for container selection and preparation,
3. identify suitable types of flowers for specific arrangement styles and containers,
4. describe factors that impact flower/foilage longevity (vase life),
5. explain cultural and handling requirements for 40 unusual types of plants including woody shrubs, herbaceous perennials, annuals and biennials, native plants, and more;
6. plant seedlings and seeds in a cutting garden,
7. demonstrate proper maintenance of fresh flower arrangements to allow for maximum longevity.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Growing cut flowers.
 - a. Planting annual and biennial seed crops.
 - b. Harvesting and conditioning cut flowers.
 - c. Drying techniques.
2. Cultural requirements of 40 species/cultivars of plants.
 - a. Botanic and common names.
 - b. Siting- maximum plant productivity (light/hardiness).
 - c. Soil and moisture requirements.
 - d. Harvesting/conditioning requirements.
 - e. Typical use as a cut material.
3. Flower arrangements.
 - a. Proportion and style.
 - b. Container selection.
 - c. Color and texture combinations.
 - d. Vase life- cut flower longevity.
 - e. Simple mechanics and holding agents.
 - f. Matching plant material with desired style.

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: 15%

First term to be offered:

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 - 102

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: Wind Ensemble

Course Description:

For non-majors and music majors. Introduction and study of traditional and contemporary band literature. This course is taken each term in one's first year of a two-year course of study that includes performance, study of common styles and practices of historically and culturally significant composers/arrangers, and study of historical issues related to the development and performance of band literature. Provides a thorough groundwork in the fundamental ideas, techniques, and practices of band music and ensemble performance. No audition required. 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?

Yes

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

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations:

Requirements: Completion of high school or high school performance level. Ability to read music and play a band instrument

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. engage in focused, active and reactive listening and critical analysis of wind band music from different historical musical style-periods;
2. analyze and explore a range of conventional wind band music to create one's own stylistically appropriate interpretations,
3. demonstrate style-appropriate performance of conventional wind band music,
4. critique others' musical performances,
5. perform in a wind band ensemble.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Music Sight Reading and Listening.
 - a. Determining strengths/weaknesses of ensemble.
 - b. Explore a variety of musical styles.
2. Performance repertoire selection.
 - a. Based on results of sight reading.
 - b. Parts assigned.
 - c. Recorded examples researched.
3. Repertoire research, rehearsal, lecture.
 - a. Sectional rehearsals.
 - b. Ensemble rehearsals.
 - c. Analytical listening to recorded and live examples.
 - ci. Historical and cultural elements.
 - cii. Compositional elements.
 - ciii. Stylistic elements.
 - d. Guest artist encounters and presentations.
 - di. Historical and cultural elements.
 - dii. Stylistic elements.
 - diii. Technical elements.
4. Presentation of repertoire.
 - a. Public concerts.

- b. Peer concerts.
- c. Recording of performance(s).

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

Wind Ensemble

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
:

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Section #1 General Course Information**Department:** Music**Submitter**

First Name: Lars
Last Name: Campbell
Phone: 3348
Email: lars.campbell

Course Prefix and Number: MUP - 105**# 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: Jazz Ensemble**Course Description:**

For non-majors and music majors. Introduction and study of common 'big-band' and small-group jazz styles. This course is taken each term in one's first year of a two-year course of study that includes performance, improvisation, musical arranging and writing, study of common styles and practices of historically and culturally significant jazz artists, and study of historical issues related to the development and performance of jazz music. 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: MUP-102

Requirements:

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: 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. display the basic skills necessary to perform in a creative music ensemble;
2. engage in focused, active and reactive listening and critical analysis of jazz music from different historical style periods;
3. demonstrate style-appropriate interpretation and performance of jazz music;
4. plan and execute jazz-related performances, simple musical arrangements and/or compositions;
5. critique others' musical performances;
6. analyze the musical boundaries and values of a given historical jazz style period and engage in creating one's own interpretation in the jazz style.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Music Sight Reading and Listening.
 - a. Determine strengths/weaknesses of the ensemble.
 - b. Explore variety of musical styles.
 - bi. Historical and cultural elements.
 - bii. Compositional elements.
 - biii. Stylistic elements.
 - biv. Performance practices and conventions.
 - c. Explore variety of arrangement configurations.
2. Repertoire selection.
 - a. Based on results of sight reading.
 - b. Parts assigned.
 - c. Recorded examples researched .
3. Repertoire research, rehearsal, lecture.
 - a. Sectional rehearsals.
 - b. Ensemble rehearsals.
 - c. Analytical listening to recorded examples.
 - d. Attendance at live performances.
 - e. Guest artist encounters and presentations.
 - ei. Historical and cultural elements.
 - eii. Stylistic elements.
 - eiii. Technical elements.
4. Repertoire presentations.

- a. Public concerts.
- b. Peer concerts.
- c. Recording of performance(s).

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

Jazz Ensemble

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
:

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Section #1 General Course Information

Department: Music

Submitter

First Name: Brian

Last Name: Rose

Phone: 3340

Email: brianr

Course Prefix and Number: MUS - 107

Credits: 3

Contact hours

Lecture (# of hours): 33

Lec/lab (# of hours):

Lab (# of hours):

Total course hours: 33

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

Course Title: Introduction to Audio Recording I

Course Description:

Introduction to the basic techniques and tools used in audio recording. Areas of study include signal path, microphone applications, software, hardware, outboard gear, 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?

Yes

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

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

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?

- ✓ **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. demonstrate basic soldering techniques,
2. exhibit understanding of signal path,
3. display knowledge of common microphone applications,
4. demonstrate basic usage of the terms: tracking, mixing, and editing.

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.
 - a1. Recording machines.
 - a2. Mixers.
 - a3. Effects.
 - b. Digital.
 - b1. Recording machines.
 - b2. Mixers.
 - b3. Effects.
 - b4. Tape.
 - c. Hard drive.
4. Recording techniques.
 - a. Studio.
 - b. Live.
 - c. Effects use.
5. Editing.
 - a. Cut and paste.

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 - 108

Credits: 3

Contact hours

Lecture (# of hours): 33

Lec/lab (# of hours):

Lab (# of hours):

Total course hours: 33

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

Course Title: Introduction to Audio Recording II

Course Description:

Exploration of techniques and tools used in audio recording. Analog, digital, and hard drive recording will be explored. Areas of study include multi-tracking, signal path, microphone applications, software, hardware, outboard gear, soldering techniques, tracking, mixing, and editing. Software/hardware includes ProTools, ADAT, Mackie, etc.

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-107

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 comprehension of the basic tools used in digital, analog, and hard drive audio recording,
2. demonstrate basic miking techniques,
3. display knowledge of commonly used hardware,
4. demonstrate command of basic tracking, editing, and mixing techniques.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Microphones.
 - a. Advanced techniques.
2. Equipment.
 - a. Digital audio tape.
 - b. CD.
 - c. Computers.
 - d. MIDI.
 - e. ADAT.
3. Editing.
 - a. Cross fading.
 - b. Advanced cut and paste.
 - c. Remix.
4. Desktop recording.
 - a. Looping.
 - b. Digital effects.
 - c. MIDI techniques.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

How does it transfer? (Check all that apply)

:

First term to be offered:

Next available term after approval

:

Clackamas Community College
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Section #1 General Course Information

Department: Music

Submitter

First Name: Lars

Last Name: Campbell

Phone: 3384

Email: lars.campbell

Course Prefix and Number: MUS - 109

Credits: 3

Contact hours

Lecture (# of hours): 33

Lec/lab (# of hours):

Lab (# of hours):

Total course hours: 33

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

Course Title: Introduction to Audio Recording III

Course Description:

Exploration of digital recording/editing software and production of CD project. Advanced exploration of techniques and tools used in audio recording. Areas of study include signal path, microphone applications, software, hardware, outboard gear, tracking, mixing, and editing. Analog, digital, and hard drive recording will be explored. Software/hardware includes ProTools, ADAT, Mackie, etc.

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-108

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 knowledge of commonly used software,
2. apply knowledge of commonly used outboard gear,
3. differentiate the range of recording methods in common use,
4. demonstrate understanding of the steps used in CD project production,
5. demonstrate command of common tracking, editing, and mixing techniques.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. CD project planning.
2. Tracking.
 - a. ProTools.
 - b. Other options.
3. Editing with ProTools.
 - a. ProTools.
 - b. Other options.
4. Production.

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 - 114

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: Aural Skills I

Course Description:

First course in a year-long sequence. Diatonic sight singing in major keys using solfège syllables and moveable 'do'.
Melodic dictation and aural recognition of intervals and triads.

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?

Yes

Co-reqs: MUS-111

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

Yes

Recommendations:

Requirements: Required for first-year music majors

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

No

Will this class use library resources?

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. sight sing major and minor melodies in treble, bass, tenor and alto clefs;
2. aurally identify all simple intervals and closely voiced root position triads,
3. notate simple melodies after several hearings.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Elements of music, diatonic harmony and tonicization
2. Pitch and pitch class
3. Simple meters
4. Scales, major, minor keys
5. Compound meters
6. Minor keys and the diatonic modes
7. Intervals
8. Triads
9. Seventh chords
10. Note-to-note counterpoint
11. Embellishment in two-part counterpoint

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

Aural Skills, Sight-singing/Ear-training

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 - 115

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: Aural Skills I

Course Description:

Second of three courses in a year-long sequence. Diatonic sight singing in major keys using solfège syllables and moveable 'do'. Melodic dictation and aural recognition of intervals, triads, and 7th chords.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

Are there prerequisites to this course?

Yes

Pre-reqs: MUS-114

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-112

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

Yes

Recommendations:

Requirements: Required for first-year music majors

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

No

Will this class use library resources?

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. sight sing major and minor melodies in treble, bass, tenor and alto clefs;
2. aurally identify all simple intervals and closely voiced root position triads,
3. notate simple melodies after several hearings.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Elements of music, diatonic harmony and tonicization
2. Pitch and pitch class
3. Simple meters
4. Scales, major, minor keys
5. Compound meters
6. Minor keys and the diatonic modes
7. Intervals
8. Triads
9. Seventh chords
10. Note-to-note counterpoint
11. Embellishment in two-part counterpoint

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

Aural Skills, Sight-singing/Ear-training

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 - 116

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: Aural Skills I

Course Description:

Third of three courses in a year-long sequence. Diatonic sight singing in major keys using solfège syllables and moveable 'do'. Melodic dictation and aural recognition of intervals, triads, and 7th chords.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

Are there prerequisites to this course?

Yes

Pre-reqs: MUS-115

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-113

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

Yes

Recommendations:

Requirements: Required for first-year music majors

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

No

Will this class use library resources?

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. sight sing major and minor melodies in treble, bass, tenor and alto clefs;
2. aurally identify all simple intervals and closely voiced root position triads,
3. notate simple melodies after several hearings.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Elements of music, diatonic harmony and tonicization
2. Pitch and pitch class
3. Simple meters
4. Scales, major, minor keys
5. Compound meters
6. Minor keys and the diatonic modes
7. Intervals
8. Triads
9. Seventh chords
10. Note-to-note counterpoint
11. Embellishment in two-part counterpoint

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

Aural Skills, Sight-singing/Ear-training

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

:

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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 - 127

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 I

Course Description:

Develops basic keyboard skills required for study of tonal harmony and various musical activities such as vocal and instrumental rehearsals, music education and composition.

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?

Yes

Co-reqs: MUS-111, MUS-111L, MUS-114

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

Yes

Recommendations: Some experience in reading treble and bass clef, or C or better in one of the following courses: MUS-131, MUS-132, or MUS-133

Requirements: Required for music majors

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **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 Music Theory I;
2. improvise at the keyboard;
3. sight-read music at the keyboard;
4. transpose musical examples at the keyboard;
5. harmonize simple 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.
6. 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)**
- UO (University of Oregon)**
- WOU (Western Oregon University)**

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

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 - 134

Credits: 1

Contact hours

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

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

Course Title: Group Voice: Anyone Can Sing

Course Description:

Basic vocal techniques for the solo and ensemble singer. For music and non-music majors, voice and music education majors, and/or students who received a low rating on MUP-174 audition.

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

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate comprehension of sound tone production techniques,
2. demonstrate basic vocal techniques.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Introductions.
2. Posture and alignment.
3. Overview of instrument.
4. Feedback systems.
5. Muscle memory.
6. Breathing mechanics.
7. Jaw and tongue.
8. Vowels and consonants and the articulators.
9. Maintaining vocal health.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

How does it transfer? (Check all that apply)

:

First term to be offered:

Next available term after approval

:

Clackamas Community College

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Section #1 General Course Information

Department: Music

Submitter

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

Course Prefix and Number: MUS - 135

Credits: 1

Contact hours

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

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

Course Title: Group Voice: Anyone Can Sing

Course Description:

Vocal techniques for the solo and ensemble singer. For music and non-music majors, voice and music education majors, and/or students who received a low rating on MUP-174 audition.

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?

✓ **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 comprehension of sound tone production techniques;
2. demonstrate improvement of vocal techniques.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Introductions.
2. Posture and alignment.
3. Overview of instrument.
4. Feedback systems.
5. Muscle memory.
6. Breathing mechanics.
7. Jaw and tongue.
8. Vowels and consonants and the articulators.
9. Maintaining vocal health.

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 - 136

Credits: 1

Contact hours

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

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

Course Title: Group Voice: Anyone Can Sing

Course Description:

Vocal techniques for the solo and ensemble singer. For music and non-music majors, voice and music education majors, and/or students who received a low rating on MUP-174 audition.

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?

✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate comprehension of sound tone production techniques;
2. demonstrate improvement of vocal techniques

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Introductions.
2. Posture and alignment.
3. Overview of instrument.
4. Feedback systems.
5. Muscle memory.
6. Breathing mechanics.
7. Jaw and tongue.
8. Vowels and consonants and the articulators.
9. Maintaining vocal health.

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?

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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: Brian

Last Name: Rose

Phone: 3340

Email: brianr

Course Prefix and Number: MUS - 147

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: Music, Sound & Moviemaking

Course Description:

Presents the basic components of designing, shooting, recording audio, and post production of movies as well as the history and theory that has led to contemporary film production.

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.

Yes

Course Number: DMC-147 Title: Music, Sound & Moviemaking

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. apply basic techniques used in creating a movie and audio components from conception to print.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Screenwriting and story boarding.
2. Shooting/filming techniques.
3. Foley.
4. Sound effects.

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: Kathleen

Last Name: Hollingsworth

Phone: 6299

Email: kathleen.hollingsworth

Course Prefix and Number: MUS - 161

Credits: 2

Contact hours

Lecture (# of hours): 22

Lec/lab (# of hours):

Lab (# of hours):

Total course hours: 22

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

Course Title: Songwriting II

Course Description:

Songwriting II is a continuation of MUS-160, Songwriting I. Further explores the elements of songwriting, focuses on creating a digital composition portfolio and public performance.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): **AAS in Music Performance & Technology**

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: No

When do you plan to offer this course?

✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate competence in songwriting,
2. demonstrate competence in lyric writing,
3. demonstrate facility in use of standard and non-standard chordal progressions,
4. produce a public performance of compositions,
5. demonstrate use of arranging techniques.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Prosody.
2. Lyric writing.
3. Instrumentation/arranging.
4. Promoting/presenting public performance.
5. Digital mediums for promotion.

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: spring 2015

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 - 224

Credits: 2

Contact hours

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

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

Course Title: Aural Skills II

Course Description:

First of three courses in a year-long sequence. Diatonic and chromatic sight singing with solfège syllables and moveable 'do'. Four-part dictation including all chromatic devices studied in Theory II.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

Are there prerequisites to this course?

Yes

Pre-reqs: MUS-116

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. sight read major / minor melodies involving chromaticism, large and/or awkward leaps, syncopation and modulation in any clef;
2. transcribe SATB music involving tonicizing, borrowed chords, augmented sixth chords, Neapolitan sixth chords, syncopation and modulation.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Chromatic harmony and tonicization
2. Modulation, binary, ternary forms, invention, fugue
3. Variations, modal mixture, Neapolitan and augmented sixth chords
4. Sequence and voice-leading chords
5. Vocal forms, sonata form, rondo and related formal plans
6. Lead-sheet notation, jazz and blues, popular songs

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

Aural Skills 2, Sight-singing/Ear-training 2

How does it transfer? (Check all that apply)

required or support for major

general elective

:

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

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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 - 225

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: Aural Skills II

Course Description:

Second of three courses in a year-long sequence. Diatonic and chromatic sight singing with solfège syllables and moveable 'do'. Four-part dictation including all chromatic devices studied in Theory II.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

Are there prerequisites to this course?

Yes

Pre-reqs: MUS-224

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. sight read more complex major / minor melodies involving chromaticism, large and/or awkward leaps, syncopation and modulation in any clef;
2. transcribe more complex SATB music involving tonicizing, borrowed chords, augmented sixth chords, Neapolitan sixth chords, syncopation and modulation.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Chromatic harmony and tonicization
2. Modulation, binary, ternary forms, invention, fugue
3. Variations, modal mixture, Neapolitan and augmented sixth chords
4. Sequence and voice-leading chords
5. Vocal forms, sonata form, rondo and related formal plans
6. Lead-sheet notation, jazz and blues, popular songs

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

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

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

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

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

Aural Skills 2, Sight-singing/Ear-training 2

How does it transfer? (Check all that apply)

required or support for major

general elective

:

First term to be offered:

Next available term after approval

:

Clackamas Community College

Online Course/Outline Submission System

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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 - 226

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: Aural Skills II

Course Description:

Third of three courses in a year-long sequence. Diatonic and chromatic sight singing with solfège syllables and moveable 'do'. Four-part dictation including all chromatic devices studied in Theory II.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

Are there prerequisites to this course?

Yes

Pre-reqs: MUS-225

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. sight read more complex major / minor melodies involving chromaticism, large and/or awkward leaps, syncopation and modulation in any clef;
2. transcribe more complex SATB music involving tonicizing, borrowed chords, augmented sixth chords, Neapolitan sixth chords, syncopation and modulation.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Chromatic harmony and tonicization
2. Modulation, binary, ternary forms, invention, fugue
3. Variations, modal mixture, Neapolitan and augmented sixth chords
4. Sequence and voice-leading chords
5. Vocal forms, sonata form, rondo and related formal plans
6. Lead-sheet notation, jazz and blues, popular songs

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?

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

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

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

Aural Skills 2, Sight-singing/Ear-training 2

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

:

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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 - 230

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: Music and Media: Sex, Drugs, Rock & Roll

Course Description:

Explores history and development of the pop music, pop culture and media industries in America.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

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

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate comprehension of methods of promotion and marketing of popular music and culture,
2. demonstrate knowledge of the development and history of pop culture/music marketing in America,
3. exhibit an understanding of the relationships within the music and pop culture industries as they relate to marketing and promotion,
4. discuss current events as they relate to music, pop culture, and media,
5. discuss the uses of sex and sexual themes used in the marketing of music and pop culture,
6. demonstrate comprehension of the effects of illicit drug use and drug culture as it relates to music and pop culture.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Basic economic and political aspects of pop music, pop culture, and media.
 - a. Does art/music drive culture or reflect it?
 - b. Does pop media/music truly reflect reality?
2. Promotion and marketing of popular music and culture.
3. Development and history of pop culture/music marketing in America.
4. Relationship/affiliations within the music and pop culture industries.
5. Uses of sex and sexual themes used in the marketing of music and pop culture.
6. Illicit drug use and drug culture as it relates to music and pop culture.
 - a. Drug use: how is it portrayed?
 - b. Drugs and artistic inspiration.
7. Current events as they relate to music, pop culture, and media.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

How does it transfer? (Check all that apply)

:

First term to be offered:

Next available term after approval

:

Clackamas Community College
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Section #1 General Course Information

Department: Music

Submitter

First Name: Lars

Last Name: Campbell

Phone: 3384

Email: lars.campbell

Course Prefix and Number: MUS - 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: Music/CWE

Course Description:

Cooperative work experience. Provides students with on-the-job work experience in the field of music. Variable Credit: 2-6 credits. Required: Student Petition.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

Yes

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

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: MUS-107, MUS-140, and MUS-142

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: CWE-281

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

Yes

Recommendations:

Requirements: Student Petition.

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**

✓ **Fall**

✓ **Winter**✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. apply academic knowledge, skills, and abilities to a work environment specific to their program of study;
2. demonstrate appropriate work habits (time management, interpersonal relationships, attendance, professional appearance, and problem solving) for their work environment;
3. apply career management strategies such as interviewing, resume writing, networking, and portfolio development.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Students earn cooperative education credit by working in jobs that are directly related to their program track in the Music Department.
2. Students, in cooperation with their instructor and supervisor, will set and accomplish meaningful and measurable learning objectives that will improve their on-the-job performance.
3. Students and CWE instructor will attend regular, scheduled meetings to discuss CWE content.
4. Job-specific content to fluctuate with advice of work-site supervisor.

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: COTA

Submitter

First Name: James

Last Name: Eikrem

Phone: 3391

Email: jamese

Course Prefix and Number: TA - 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: Theatre/CWE

Course Description:

Cooperative work experience. Provides students with a learning experience related to course of study and career goal. Major emphasis will be given to on-the-job experience and training. Variable Credit: 2-6 credits. Required: Student Petition.

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?

Yes

Co-reqs: CWE-281

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

Yes

Recommendations:

Requirements: Student Petition.

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Fall**

✓ **Winter**

✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. apply academic knowledge, skills, and abilities to a work environment specific to their program of study;
2. demonstrate appropriate work habits (time management, interpersonal relationships, attendance, professional appearance, and problem-solving) for their work environment;
3. apply career management strategies such as interviewing, resume writing, networking, and portfolio development.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Orientation and establishment of individual and group goals.
2. Knowing Yourself: A personality inventory, utilizing Maslow's Hierarchy of Needs.
3. Occupational aptitude and interest.
4. The job application process.
5. Résumé construction and job interview.
6. Human relations.

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

:

June 4, 2021

Program	Implementation
Administrative Professional 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

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

PROGRAM INFORMATION

<u>APPROVED</u> Program Title	<u>APPROVED</u> CIP Code (Include 7 th & 8 th digits used for OCCURS reporting.)			<u>APPROVED</u> Recognition Award	Current Credits
(For Official Program Title, refer to your directory at http://www.ode.state.or.us/search/results/?id=232)	6-digit CIP	7 th digit	8 th digit	<input checked="" type="checkbox"/> Statewide AAS (90-108 credits)	90-91
	AAS Title: Administrative Professional AAS.ADMINPRO	52.0401			
Option Title**				<input type="checkbox"/> <i>OPTION</i> to AAS Degree	
Related Certificates: Administrative Assistant Certificate Administrative Assistant Training Certificate				<input type="checkbox"/> Certificate of Completion	

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

Last amendment approved on 5/15/2020

TYPE OF PROGRAM AMENDMENT

(Check ALL That Apply)

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

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

CURRICULUM AMENDMENT

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

CURRICULUM AMENDMENT							
<i>CURRENT CURRICULUM 20-21</i> [List entire curriculum as last approved]				<i>PROPOSED CURRICULUM 21-22</i> [List only course(s) to be amended]			
Course	Title	Hours	Credits	Course	Title	Hours	Credits
1 st Year							
Term 1							
BA-101	Introduction to Business	44	4				
BA-104	Business Math	33	3				
BA-131	Introduction to Business Computing	44	4				
*WR-121	English Composition	44	4				
Term 2							
BA-111 or BA-211	General Accounting I or Financial Accounting	33-44	3-4				
BT-120	Personal Keyboarding	33	2				
BT-121	Data Entry	11	1				
BT-124	Business Editing I	33	3				
BT-160	Word I	55	3				
Term 3							
BT-122	Keyboarding Skillbuilding	33	2				
BT-125	Business Editing II	33	3				
BT-172	Introduction to Microsoft Outlook	33	2				
CS-135S	Microsoft Excel	33	3				
--	PE/Health/Safety/First Aid requirement		1				
--	Administrative Professional Program elective		4				
2 nd Year							
Term 4							
BA-205	Business Communications with Technology	44	4				
BA-226	Business Law I	44	4				
BA-285	Human Relations in Business	44	4				
BT-262	Integrated Projects	66	4				
Term 5							
BA-206	Management Fundamentals	44	4	REMOVE			
BA-224	Human Resource Management	44	4				
BT-216	Office Procedures	44	4				
COMM-111	Public Speaking	44	4				
				--	Administrative Professional program elective		4
Term 6							

BA-228	Computerized Accounting	33	3				
BT-161	Word II	55	3				
BT-271	Advanced Business Projects	110	4				
--	Administrative Professional program elective		6				

Administrative Professional Program Electives


Any Business Administration (BA) or Business Technology (BT) course not included in the Administrative Professional program. Students will be encouraged to use the elective credits to focus on the following:

- Human Resources
- Accounting
- Project Management
- Marketing

Catalog Notes

*This course will be removed from the first term IF the student is required to enroll in FYE-101. WR-121 will be rescheduled in a term conducive to a student's preference.

TOTAL CURRENT CREDITS:	90-91	TOTAL PROPOSED CREDITS:	
-------------------------------	-------	--------------------------------	--

College Contact	Bev Forney	Telephone No.	3115
E-Mail Address		Fax No.	
Chief Academic Officer or PTE Dean Signature			Date 5/25/21

June 4, 2021

Course	Current Hours/Credits	Proposed Hours/Credits
MUP-100	10 LECT/1 Credit	11 LECT/1 Credit
MUS-149	10 LECT/1 Credit	11 LECT/1 Credit

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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 - 100

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: Individual Lessons: Non-Music Majors

Course Description:

Private lessons for beginners, non-music majors, and students who receive a low rating in MUP-171-191 auditions. Brass, woodwind, percussion, string and keyboard instruments, and voice. May be repeated for up to 6 credits. Required: Student Petition.

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:

Requirements: Student Petition

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

- ✓ **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. demonstrate comprehension of rudimentary skills and techniques on his/her instrument/voice,
2. exhibit improvement of musical performance on his/her instrument/voice.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Varies from instrument to instrument, includes.
 - a. Overview of instrument.
 - b. Posture and alignment.
 - c. Vocal/instrumental techniques.
 - d. Appropriate literature.
 - e. Performance skills development.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

How does it transfer? (Check all that apply)

:

First term to be offered:

Next available term after approval

:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Music

Submitter

First Name: Brian

Last Name: Rose

Phone: 3340

Email: brianr

Course Prefix and Number: MUS - 149

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: Advanced Pro Tools Editing Techniques

Course Description:

Additional advanced training in Pro Tools audio software techniques. The student will learn techniques in audio editing using warp audio, Beat Detective, and other plug-ins not covered in the MUS-107 through MUS-109 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?

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): Elective to the Music Technology certificate

Are there prerequisites to this course?

Yes

Pre-reqs: MUS-107 or MUS-143 or equivalent

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: 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. use Pro Tools software with advanced abilities in editing using warp audio, Beat Detective, and other plug-ins not covered in previous courses at CCC;
2. demonstrate their capabilities in editing audio for commercial and private productions.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Understanding and using warp audio.
2. Manipulating audio with Beat Detective.
3. Side-chaining plug ins.
4. Parallel compression techniques.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

:

June 4, 2021

Program	Implementation
AST Biology	2021/SU

Student Guide 2021-2022

Associate of Science Transfer Degree (AST) - Biology

Requirements

Courses

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

<p>Writing 2 courses, information literacy will be included in the Writing Requirement.</p> <p>-OSU accepts WR-122 and WR-227 but recommends WR-227 -WOU & UO accepts WR-122 and WR-227 but recommends WR-122</p>	<p>WR-121 and WR-122 or -227</p>
<p>Mathematics - 2 courses</p> <p>-Students who test out of Math 111 should take Math 112 - Students who test out of Math 112 may substitute a recommended elective with a MTH prefix (see recommended electives listed below).</p>	<p>MTH-111 and 112</p>
<p>Biology</p> <ul style="list-style-type: none"> • 3 courses • Each course must be at least 4 credits. 	<p>BI-211, 212, and 213</p>
<p>Chemistry</p> <ul style="list-style-type: none"> • 3 course sequence with lab • Each course must be at least 4 credits. 	<p>CH-221, 222, and 223</p>
<p>Physics/Math/Chemistry</p> <p>PICK TWO SEQUENCES Strongly recommend seeing an advisor for assistance with choosing sequences which best match your specific academic, pre-professional, and career goals</p>	<p>Pick two of the following sequences:</p> <ul style="list-style-type: none"> • PH-201, 202, and 203 or PH-211, 212, and 213 • MTH 251 & 252^{1, 2} • CH-241, 242, and 243^{3, 4} <p>¹ Students transferring to PSU may substitute STAT 243 & 244 for MTH 251 & 252.</p> <p>² Students transferring to EOU are required to take MATH 241 (Survey of Calculus) instead of MATH 251 and 252. MATH 251 may serve as a substitute for MATH 241.</p> <p>³ Students transferring to OSU are strongly recommended to take the Organic Chemistry sequence. In addition, for upper-level transfer, students must pass the ACS Organic exam. Please work with an advisor.</p> <p>⁴ Students considering pre-medical, pre-dental, and pre-pharmacy programs should consider Organic Chemistry sequence. Courses in sequence must be taken at the same institution</p>
<p>GENERAL EDUCATION DISTRIBUTION AREA</p> <p>Arts & Letters</p> <ul style="list-style-type: none"> • 2 courses • Each course must be at least 3 credits. 	<p>ART-101, 115, 117, 131, 204*, 205*, 206*, 232, 233, 250, 251, 252, 253, 254, 255, 257, 281, 282, 283, 284, 285, 286, 291, 292, 293 ASL-201*, 202*, 203* BA-130 COMM-112, 126*, 140*, 212, 218*, 219*, 227 ENG-104, 105, 106, 107*, 108*, 109*, 116, 121, 130, 194, 195, 201, 202, 204, 205, 213*, 218, 226, 240*, 241*, 250*, 251*, 252*, 253, 254, 255, 260, 261*, 266, 270, 271*, 272*, 273*, 295*, 296 FR-201*, 202*, 203* GER-201*, 202*, 203* HUM-235*, 237*, 240*, 241*, 242* J-211, 216 MUS-105, 111, 112, 113, 205, 206*, 211, 212, 213 PHL-101*, 102*, 103*, 205*, 210*, 213*, 216* R-101*, 102*, 103*, 204*, 210*, 211*, 212*</p>

	<p>SPN-201*, 202*, 203*</p> <p>SSC-237*</p> <p>TA-101, 102, 103, 111, 122, 123, 141, 142, 143, 153</p> <p>WR-240, 241*, 242, 243, 244*, 245, 247, 248, 262, 263, 265, 270</p> <p>WS-101*</p>
<p>GENERAL EDUCATION DISTRIBUTION AREA</p> <p>Social Science</p> <ul style="list-style-type: none"> • 2 courses • Each course must be at least 3 credits. 	<p>ANT-101, 102*, 103*, 231*, 232*</p> <p>CJA-101, 201</p> <p>EC-200, 201, 202</p> <p>GEO-100*, 110*, 130*, 208*</p> <p>HE-163, 164</p> <p>HST-101*, 102*, 103*, 130*, 131*, 132*, 136*, 137*, 138*, 201*, 202*, 203*</p> <p>HUM-237*</p> <p>PS-200*, 201, 203, 204, 205, 225, 297</p> <p>PSY-200, 205*, 215, 219*, 231*</p> <p>SOC-204*, 205*, 206*, 210*, 225*</p> <p>SSC-235*, 237*, 240*, 241*, 242*</p> <p>WS-101*</p>
Cultural Literacy - 1 course	Courses meeting the Cultural Literacy requirement are noted with an asterisk.
<p>Elective Courses</p> <p>Any college-level course that would bring total credits to 90 credits.</p>	<p>Recommended electives by transferring institution:</p> <p>EOU- MTH-243 or an additional sequence from the Physics, Math, or Chemistry area listed above</p> <p>OIT- 4-6 credits social science, 1-3 credits humanities, or 2 credits lower division health biology</p> <p>OSU- COMM-111, 3 credits Fitness, 1 Difference Power and Discrimination course, or an additional sequence from the Physics, Math, or Chemistry area listed above</p> <p>PSU- STAT-243 (if not taken to fulfill Physics, Math, Chemistry area) or an additional sequence from the Physics, Math, or Chemistry area listed above</p> <p>SOU- MTH-243 or an additional sequence from the Physics, Math, or Chemistry area listed above</p> <p>UO- WR-122 or an additional sequence from the Physics, Math, or Chemistry area listed above</p> <p>WOU- WR-122 or an additional sequence from the Physics, Math, or Chemistry area listed above</p> <p>Other courses numbered 100 or above may be used in this area, which may include up to 12 credits of career technical courses. Please refer to Elective Course List for AAOT, ASOT-Business, and ASOT-Computer Science, pages 160-161, for a listing of courses that may be included.</p>

* Course meets Cultural Literacy requirement.

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

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

June 4, 2021

Course	Current Hours/Credits	Proposed Hours/Credits
CS-297N	33 LECT, 22 LAB/4 Credits	33 LECT, 33 LAB/4 Credits
BT-120	22 LECT, 11 LAB/2 Credits	11 LECT, 22 LE/LA/2 Credits
BT-122	22 LECT, 11 LAB/2 Credits	11 LECT, 22 LE/LA/2 Credits

Clackamas Community College

Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Business & Computer Science: Computer Science

Submitter

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

Course Prefix and Number: CS - 297N

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: Networking Capstone

Course Description:

The capstone course for the Computer & Network Administration AAS program. Provides the opportunity to combine the discrete information learned from program classes together towards the completion of an enterprise-level computer project. Focus can also be placed on researching, practicing, and obtaining an industry-standard certification credential. Emphasis will be placed on project planning, timeline management, creation of training documentation, and oral presentation of completed works.

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): Computer Network Admin AAS

Are there prerequisites to this course?

Yes

Pre-reqs: CS-152 and CS-288W

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. design solutions to business scenarios requiring proper selection of network, workstation, and server hardware and software which provide sufficient performance, fault tolerance and security;
2. select, install, and configure products to provide essential network services such as DHCP, DNS, email, web, printing, and file sharing;
3. implement solutions in a lab environment;
4. understand the variety of possible industry technology certifications and their requirements;
5. present and/or train on the ongoing and completed status of their project.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Project Proposals and Timeline
2. Project Performance and Management
3. Project Logging and Training Documentation
4. Completion of projects in accordance with project timelines
5. Student presentations and evaluations

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

How does it transfer? (Check all that apply)

:

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

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

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

Course Prefix and Number: BT - 120**# Credits:** 2**Contact hours**

Lecture (# of hours): 11
Lec/lab (# of hours): 22
Lab (# of hours):
Total course hours: 33

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

Course Title: Personal Keyboarding**Course Description:**

Basic instruction on electronic alphanumeric keyboard. Provides practice for speed and accuracy within an individual program. Students will also develop the necessary skills to effectively use the Internet, use email, and create simple documents within a Google email profile and/or Microsoft Word.

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): Business 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?

✓ **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. demonstrate proper body position at the keyboard;
- 2. demonstrate the touch method of keyboarding;
- 3. develop accuracy and speed in keyboarding;
- 4. develop electronic communication skills via the use of email;
- 5. develop skills navigating the internet using search engines;
- 4. develop a simple document through the use of Microsoft Word and/or Google Docs;
- 5. identify the basic components of a business letter;
- 8. demonstrate file management skills on a computer;

This course does not include assessable General Education outcomes.

Major Topic Outline:

- 1. Keyboard mastery focusing on speed and accuracy
- 2. Internet skills focusing on using search engines
- 3. Generating emails (with and without attachments)
- 4. Proper file management techniques used when storing files on a computer
- 5. Creation of text documents within Google Docs and/or Microsoft Word
- 6. Introduction to the writing of business letters (spacing, formatting, verbiage)

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

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 - 122**# Credits:** 2**Contact hours**

Lecture (# of hours): 11
Lec/lab (# of hours): 22
Lab (# of hours):
Total course hours: 33

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

Course Title: Keyboarding Skillbuilding**Course Description:**

Designed to improve keyboarding proficiency using the standard keyboarding by touch method established within BT-120. Speed and accuracy on the keyboard will be further refined. Proper formatting of various types of business communication will be reviewed and established(emails, memos, block-style business letters). Students will utilize Microsoft Word and/or Google documents to create letters and memos.

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): Administrative Professional AAS, certificates

Are there prerequisites to this course?

Yes

Pre-reqs: BT-120

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **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. Demonstrate proper keyboarding techniques with a focus on speed and accuracy beyond that reached in BT-120;
2. demonstrate proficiency of the touch method of keyboarding in order to key alphabetic, numeric, as well as symbol text and data;
3. demonstrate an increased rate of speed from an established base rate and maintain accuracy standards for timings from 30 seconds to 5 minutes,
4. demonstrate the ability to key business letters, memos, and emails using standard business formatting within MS Word and/or Google Docs.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Skillbuilding practice: alphabet keys.
2. Skillbuilding practice: number keys.
3. Skillbuilding practice: punctuation keys.
4. Skillbuilding practice: timed drills.
5. Formatting: letters, memos, emails, and various text documents utilizing Microsoft Word and/or Google Docs.

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	General Education Area
WR-240	Creative Nonfiction Writing I	Arts & Letters

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Date approved: January 29, 2021 Certified General Education Area(s): Arts and Letters, Cultural Literacy

Section #1 General Course Information

Department: English

Submitter

First Name: Ryan

Last Name: Davis

Phone: 3258

Email: ryand

Course Prefix and Number: WR - 240

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: Creative Nonfiction Writing I

Course Description:

Techniques of writing and analyzing types of creative nonfiction such as literary journalism, memoirs, nature or science writing, travel writing, and personal essays.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ Arts and Letters

✓ Cultural Literacy

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

No

Are there prerequisites to this course?

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?

No

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Not every term

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. discuss and analyze a variety of creative nonfiction; (AL1)
 2. apply professional creative nonfiction writing techniques in their own writing; (AL2)
 3. write on a variety of creative nonfiction topics and explore various genres, such as literary journalism, memoirs, nature or science writing, travel writing, and personal essays; (AL1) (AL2)
 4. draft, revise, and edit their own and others' work; (AL2)
 5. respond constructively to peer and instructor feedback; (AL2)
 6. display an understanding of the broader political, ethical, cultural, global, and local themes, issues, and implications of creative nonfiction writing; (AL1)
 7. incorporate research into their creative work; (AL1) and
 8. use their new knowledge of creative nonfiction to enhance their appreciation of the world's diversity and enrich their lives. (AL1)
-

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

SP: Speech/Oral Communication Outcomes

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

- ✓ **General Examination**
- ✓ **Projects**
- ✓ **Presentations**
- ✓ **Writing Assignments**
- ✓ **Portfolios**
- ✓ **Journal Writing**

:

Major Topic Outline:

1. Writing Projects.
 - a. Assignments, exercises, and discussions designed to explore the process of composing creative nonfiction:
 - a1. Memoirs and Personal Essays.
 - a2. Nature and Science Writing.
 - a3. Literary Journalism.
 - a4. Travel Writing.
2. Editing Workshops.
3. Readings.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

OSU, WR 340
PSU, WR 214
UO, CRWR 244
WOU, WR 363

How does it transfer? (Check all that apply)

required or support for major

general elective

:

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

First term to be offered:

Specify term: Spring 2021

June 4, 2021

Course	Current Hours/Credits	Proposed Hours/Credits
ECE-154	33 LECT/3 Credits	44 LECT/4 Credits
ECE-179	22 LECT/2 Credits	44 LECT/4 Credits
ECE-240	33 LECT/3 Credits	44 LECT/4 Credits

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information**Department:** Education, Human Services & Criminal Justice**Submitter**

First Name: Dawn

Last Name: Hendricks

Phone: 6158

Email: dawn.hendricks

Course Prefix and Number: ECE - 154

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: Language & Literacy Development**Course Description:**

Focuses on language and literacy development of children from birth-age 8. The research foundation and components of language and literacy development will be examined. Criteria for selecting quality children's literature will be explored. Practical strategies for promoting optimal development will be emphasized. Students will explore how to set create language and literacy-rich environments and experiences.

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): Early Childhood Education & Family Studies AAS

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F Only

Audit: Yes

When do you plan to offer this course?

✓ **Winter**

Is this course equivalent to another?

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

Yes

Course Number: **ECE-154ES** Title: **Desarrollo del Lenguaje y la Alfabetización**

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 theories of language and literacy development,
2. summarize the components of literacy development,
3. develop curriculum and environments that promote emerging literacy,
4. plan and implement an emerging literacy program,
5. promote parent involvement in literacy programs for young children,
6. select quality children's literature, based on guiding principles to eliminate racism, sexism and ableism;
7. promote phonological awareness in young children,
8. demonstrate an understanding of promoting language and literacy development for children with special needs,
9. explain the stages of second language acquisition for children who are dual language learners.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Language and literacy theory and research overview
2. Language/literacy development for infants (up to 1 year)
3. Language/literacy development for toddlers (1- 2 ½ years)
4. Language/literacy development for preschoolers (3-5 years)
5. Selecting and reading quality children's literature
6. Reading and writing development for K-3rd grade
7. Planning language and literacy experiences for all children
8. Selecting materials and creating environments for optimal language and literacy development
9. Working with children who dual language learners
10. Language and literacy development for children with special needs
11. Assessing children's language and literacy development.

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

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

Percent of course: 0%

First term to be offered:

Specify term: Winter 2022

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information**Department:** Education, Human Services & Criminal Justice**Submitter**

First Name: Dawn
Last Name: Hendricks
Phone: 6158
Email: dawnt

Course Prefix and Number: ECE - 179**# 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: The Professional in Early Childhood Education and Family Studies**Course Description:**

This course focuses on the role of the professional in Early Childhood Education (ECE). Students will explore the National Association for the Education of Young Children's Code of Ethical Conduct, the professional standards and competencies expected for ECE professionals. Students will discuss advocacy strategies and how to engage in intentional, reflective practice. Students will also create a professional portfolio to demonstrate their commitment to professionalism.

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): Early Childhood Education & Family Studies AAS

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F Only

Audit: Yes

When do you plan to offer this course?

✓ **Spring**

Is this course equivalent to another?

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

Yes

Course Number: **ECE-179 ES** Title: **El Profesional en Educación Infantil**

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. summarize and explain the National Association for the Education of Young Children's code of conduct and professional ethics,
2. identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession;
3. use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues;
4. engage in continuous, collaborative learning to inform practice,
5. develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession, and
6. demonstrate their commitment to professionalism through the creation of a professional portfolio.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Benefits of obtaining professional credentials
2. Professional ethics in Early Childhood Education and Family Studies
3. NAEYC professional standards and competencies
4. Oregon's early childhood and professional guidelines
5. Professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues
6. Creating an autobiography and ethical commitment statement
7. Overview of The Registry in Oregon
8. Developing and assembling a professional portfolio
9. Intentional and reflective practice
10. Articulating different advocacy strategies that are appropriate for ECE professionals

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 2022

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Education, Human Services & Criminal Justice

Submitter

First Name: Dawn

Last Name: Hendricks

Phone: 6158

Email: dawn.hendricks

Course Prefix and Number: ECE - 240

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: Environments and Curriculum Planning

Course Description:

Focuses on an introduction of creating learning environments and curriculum for children from three years old through five years old in home or center-based programs. Course covers theories and relationships between physical and social space, activities, experiences, and materials. Students are introduced to the use of developmentally and culturally appropriate practices in planning and selecting environments and curriculum for young children.

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)?

Yes

Check which General Education requirement:

✓ **Writing**

✓ **Oral Communication**

✓ **Social Science**

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

Yes

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

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Spring

Is this course equivalent to another?

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

Yes

Course Number: **ECE-240ES** Title: **Ambientes y Planificación Curricular**

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 the components of a developmentally appropriate curriculum for preschool aged children,
 2. explain the importance of play to the child,
 3. design learning environments that meet the needs of preschoolers,
 4. select developmentally appropriate materials that stimulate children's learning and support the implementation of the curriculum,
 5. establish a daily schedule and routines that meet the needs of all children,
 6. create weekly planning forms for groups of children,
 7. describe how the curriculum and environment should be culturally and linguistically responsive to reflect the children and families served,
 8. explain how to engage to individualize the curriculum to meet the needs of all children based on their abilities, interests and needs; and
 9. create learning experiences that include literacy, math, science and other content areas.
-

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

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

SP: Speech/Oral Communication Outcomes

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

Outcomes Assessment Strategies:

✓ **Presentations**

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

✓ **Rubrics**

:

Major Topic Outline:

1. How children learn.
2. The importance of play
3. Developmentally appropriate practice and curriculum
4. Developing a daily schedule
5. Arranging the physical environment
6. Planning experience that focus on literacy, mathematics, science and other content areas
7. Assessing curriculum implementation and environments
8. Developing planning forms
9. Cultural and linguistically responsive curriculum and environments
10. Individualization of the curriculum for all children
11. Engaging in reflective and intentional practice

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

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

Percent of course: 0%

First term to be offered:

Specify term: Spring 2022

Course Number	Title	Implementation
ECE-177	Maximizing the Outdoors in ECE Curriculum	2021/SU
ECE-289	The Project Approach in Early Childhood	2021/SU

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Date approved: November 6, 2020 Certified General Education Area(s): None

Section #1 General Course Information

Department: Education, Human Services & Criminal Justice

Submitter

First Name: Dawn

Last Name: Hendricks

Phone: 6158

Email: dawn.hendricks

Course Prefix and Number: ECE - 177

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: Maximizing the Outdoors in ECE Curriculum

Course Description:

Focuses on how to plan, create, and implement effective outdoor learning experiences. Topics include the benefits of using the outdoors to build a child's interest in the environment and expand understanding of the world while fostering divergent thinking and creativity.

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): Early Childhood Education & Family Studies AAS

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F 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. describe the benefits of having a well-designed outdoor learning environment,
2. identify the components of a meaningful outdoor learning environment,
3. develop a lesson plan that uses the outdoor learning environment and promotes a child's growth across the four developmental domains,
4. develop a comprehensive lesson plan, including pre- and post-visit activities, for taking children on a fieldtrip;
5. design a mini-lesson that teaches students the importance of caring for the natural world,
6. describe their relationship to the natural world and importance of modeling and promoting environmental stewardship.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Benefits of outdoor learning in fostering student growth and development across the developmental domains.
2. Design considerations for an effective outdoor learning environment.
3. Fostering outdoor exploration.
4. Value of fieldtrips.
5. Fieldtrip considerations.
6. Lesson plan development.

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Date approved: November 6, 2020 Certified General Education Area(s): None

Section #1 General Course Information

Department: Education, Human Services & Criminal Justice

Submitter

First Name: Dawn

Last Name: Hendricks

Phone: 6158

Email: dawn.hendricks

Course Prefix and Number: ECE - 289

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: The Project Approach in Early Childhood Education

Course Description:

Designed to help participants explore in depth The Project Approach methodology. They will become familiar with the steps involved in setting up this integrated approach to learning within their own classrooms, while acquiring knowledge on how this study method supports preschool children's learning in all domains: social, emotional, cognitive, physical and language-literacy.

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): Early Childhood Education & Family Studies AAS

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

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 the project approach (or study method),
2. delineate the practical steps to implementing the Project Approach in their own classrooms,
3. describe how such a teaching methodology supports preschool children's learning in the classroom,
4. develop a professional action plan for implementing the project approach.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Benefits & constraints of projects in the early years
2. Getting started: observation & selection of topic
3. Developing the project
4. Investigation and documentation of children's learning
5. Concluding the project – culminating activity
6. Issues in projects with young children
7. Development of a professional action plan

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval

:

Program	Implementation
Early Childhood Education & Family Studies AAS	2021/SU
Early Childhood Education & Family Studies CC	2021/SU



COMMUNITY COLLEGE PROGRAM AMENDMENT FORM

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

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

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

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

College:	Clackamas Community College	Date	
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CAREER LEARNING AREA

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

PROGRAM INFORMATION

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

LAST AMENDMENT APPROVED ON 12.04.20

TYPE OF PROGRAM AMENDMENT

(Check ALL That Apply)

<input type="checkbox"/> New Program++	<input type="checkbox"/> Curriculum Revision	<input type="checkbox"/> Revision in Program Credits
<input type="checkbox"/> Title Change for Program		<i>Proposed Total Credits:</i> 90-92
<i>Proposed AAS Title:</i>		
<i>Proposed OPTION Title:</i>		
<i>Proposed Certificate Title:</i>		
<input type="checkbox"/> SUSPENSION of Program	<i>Reason for Suspension:</i>	
Suspension Effective Date:		

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


CURRICULUM AMENDMENT

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

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

				ECE-235	Nutrition, Music & Movement in Early Childhood Education	33	3
				HDF-225	Prenatal, Infant & Toddler Development	33	3
Spring Term							
ECE-179	The Professional in Early Childhood Education and Family Studies	22	2	ECE-179	The Professional in Early Childhood Education and Family Studies	44	4
ECE-221	Observation & Guidance II in ECE Settings	44	4	Move to 2 nd year, Fall Term			
ECE-280	Early Childhood Education/CWE	108	3				
ED-258	Multicultural Education	33	3				
HDF-140 Or SOC-210	Contemporary American Families or Marriage, Family, & Intimate Relations	33-44	3-4	Remove SOC-210. Move HDF-140 to 2 nd year, Spring Term.			
				ECE-240	Environments and Curriculum Planning	44	4
				HDF-247	Preschool Child Development	33	3
Early Education & Family Studies Associate of Applied Science Degree: 2 nd Year							
Fall Term							
ECE-239	Helping Children and Families Cope With Stress	33	3	Move to 2 nd year, Spring Term			
ECE-241	Environments and Curriculum Planning: Infants and Toddlers	33	3				
HDF-260	Understanding Child Abuse and Neglect	44	4				
--	Early Childhood Education program electives		2	Move to 2 nd year, Winter Term			
				ECE-221	Observation & Guidance II in ECE Settings	44	4
				--	PE/Health/Safety/First Aid requirement (see page 82)		2-3
Winter Term							
ECE-289	The Project Approach in Early Childhood Education	11	1	REMOVE			
ECE-291	Practicum II	120	4				
ED-169	Overview of Students with Special Needs	33	3				
ED-254	Instructional Strategies for Dual Language Learners	33	3				
--	Early Childhood Education program electives		3	--	Early Childhood Education program electives		5
Spring Term							
ECE-177	Maximizing the Outdoors in ECE Curriculum	33	3	REMOVE			
ECE-292	Practicum III	120	4				

ED-114	Instructional Strategies for Integrated Math Across Curriculum	33	3				
ED-246	School, Family & Community Relations	44	4				
				ECE-239	Helping Children and Families Cope With Stress	33	3
				HDF-140	Contemporary American Families	33	3
Early Childhood Education & Family Studies Program Electives							
BA-101	Introduction to Business	44	4				
COMM-100	Basic Speech Communication	33	3				
COMM-140	Introduction to Intercultural Communication	44	4				
ECE-139	Program Management in ECE	11	1				
ECE-142	Media, Technology and the Influences on Child Development	11	1				
ECE-143	Kindergarten Readiness	11	1				
ECE-144	Working with the Gifted Young Child	11	1				
ED-150	Creative Activities for Children	33	3				
ED-229	Learning & Development	33	3				
ED-235	Educational Technology	33	3				
FYE-101	First Year Experience Level I	22	2				
HS-154	Community Resources	33	3				
HST-138	History of Love, Marriage and the Family in Western Civilization	44	4				
PSY-101	Human Relations	33	3				
PSY-205	Psychology as a Social Science	44	4				
PSY-215	Introduction to Developmental Psychology	44	4				
SOC-204	Introduction to Sociology	44	4				
SPN-101	First-Year Spanish I	44	4				
SPN-102	First-Year Spanish II	44	4				
WR-122	English Composition	44	4				
WS-101	Introduction to Women's Studies	44	4				
TOTAL CURRENT CREDITS:			90-93	TOTAL PROPOSED CREDITS:			90-92

College Contact	Dawn Hendricks	Telephone No.	6158
E-Mail Address		Fax No.	
Chief Academic Officer or PTE Dean Signature			Date 5/25/21



COMMUNITY COLLEGE PROGRAM AMENDMENT FORM

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

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

College:	Clackamas Community College	Date	
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CAREER LEARNING AREA

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

PROGRAM INFORMATION

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

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

LAST AMENDMENT APPROVED ON 12.04.20

TYPE OF PROGRAM AMENDMENT


(Check ALL That Apply)

<input type="checkbox"/> New Program++	<input type="checkbox"/> Curriculum Revision	<input checked="" type="checkbox"/> Revision in Program Credits
<input type="checkbox"/> Title Change for Program		<i>Proposed Total Credits:</i> 45-46
<i>Proposed AAS Title:</i>		
<i>Proposed OPTION Title:</i>		
<i>Proposed Certificate Title:</i>		
<input type="checkbox"/> SUSPENSION of Program	<i>Reason for Suspension:</i>	
Suspension Effective Date:		

CURRICULUM AMENDMENT

<i>CURRENT CURRICULUM 20-21</i> <small>[List entire curriculum as last approved]</small>				<i>PROPOSED CURRICULUM 21-22</i> <small>[List only course(s) to be amended]</small>			
Course Number	Course Title	Clock Hours	Credits	Course Number	Course Title	Clock Hours	Credits
Summer Term							
MTH-050 Or MTH-065 Or MTH-098	Technical Mathematics I or Algebra II or College Math Foundations	44	4	Move to Fall Term			
WR-101 Or WR-121	Communication Skills: Occupational Writing or English Composition	33-44	3-4	Move to Fall Term			
Fall Term							
ECE-150	Introduction to Early Childhood Education & Family Studies	33	3				
ECE-235	Nutrition, Music & Movement in Early Childhood Education	33	3	Move to Winter Term			
ED-216	Foundations of Teaching & Education	44	4				
HDF-225	Prenatal, Infant & Toddler Development	33	3	Move to Winter Term			
--	PE/Health/Safety/First Aid requirement (see page 82)		2-3	REMOVE			
				MTH-050 Or MTH-065 Or MTH-098	Technical Mathematics I or Algebra II or College Math Foundations	44	4
				WR-101 Or WR-121	Communication Skills: Occupational Writing or English Composition	33-44	3-4
Winter Term							
ECE-121	Observation and Guidance I in ECE Settings	44	4				
ECE-154	Language & Literacy Development	33	3	ECE-154	Language & Literacy Development	44	4
ECE-240	Environments and Curriculum Planning	33	3	Move to Spring Term			
HDF-247	Preschool Child Development	33	3	Move to Spring Term			
				ECE-235	Nutrition, Music & Movement in Early Childhood Education	33	3

				HDF-225	Prenatal, Infant & Toddler Development	33	3
Spring Term							
ECE-179	The Professional in Early Childhood Education and Family Studies	22	2	ECE-179	The Professional in Early Childhood Education and Family Studies	44	4
ECE-221	Observation & Guidance II in ECE Settings	44	4	REMOVE			
ECE-280	Early Childhood Education/CWE	108	3				
ED-258	Multicultural Education	33	3				
HDF-140 Or SOC-210	Contemporary American Families or Marriage, Family, & Intimate Relations	33-44	3-4	REMOVE			
				ECE-240	Environments and Curriculum Planning	44	4
				HDF-247	Preschool Child Development	33	3
TOTAL CURRENT CREDITS:			50-53	TOTAL PROPOSED CREDITS:			45-46

College Contact	Dawn Hendricks	Telephone No.	6158
E-Mail Address	dawn.hendricks@clackamas.edu	Fax No.	
Chief Academic Officer or PTE Dean Signature		Date	5/25/21

Course Number	Title	Implementation
ECE-114ES	Matemáticas y ciencias para niños pequeños	2021/SU
ECE-121ES	Observación y Orientación I en Educación	2021/SU
ECE-150ES	Introducción a la educación infantil y los	2021/SU
ECE-154ES	Desarrollo del Lenguaje y la Alfabetización	2021/SU
ECE-169ES	Trabajar con Niños con Necesidades	2021/SU
ECE-179ES	El Profesional en Educación Infantil	2021/SU
ECE-221ES	Observación y Orientación II en Educación	2021/SU
ECE-235ES	Nutrición, Música y Movimiento	2021/SU
ECE-239ES	Ayudar a los niños y las familias a afrontar el	2021/SU
ECE-240ES	Ambientes y Planificación Curricular	2021/SU
ECE-241ES	Ambientes y Planificación Curricular para	2021/SU
ECE-246ES	Relaciones entre la escuela, la familia y la	2021/SU
ECE-254ES	Estrategias de Instrucción para Estudiantes de	2021/SU
ECE-258ES	Equidad y Diversidad en La Educación Infantil	2021/SU
ECE-280ES	Experiencia Laboral Cooperativa	2021/SU
ECE-291ES	Practicum II	2021/SU
ECE-292ES	Practicum III	2021/SU
HDF-225ES	Desarrollo de las Etapas Prenatal, Infantes y	2021/SU
HDF-247ES	Desarrollo y crecimiento en la niñez (3 años de	2021/SU
HDF-260ES	Entender el Abuso y la Negligencia Infantil	2021/SU
WR-124ES	Escritura de ensayos de nivel universitario en	2021/SU

Clackamas Community College
Online Course/Outline Submission System

Section #1 General Course Information**Department:** Education, Human Services and Criminal Justice**Submitter**

First Name: Dawn
Last Name: Hendricks
Phone: 503-594-6158
Email: dawn.hendricks@clackamas.edu

Course Prefix and Number: ECE - 114ES**# 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: Matemáticas y ciencias para niños pequeños**Course Description:**

Este curso se enfoca en el aprendizaje de matemáticas y ciencias para niños pequeños. Se explorarán los componentes de matemáticas y ciencias. Se hará hincapié en las estrategias de enseñanza apropiadas para promover el conocimiento de las matemáticas y las ciencias en los niños. Se explorará el entorno físico del salón de clase para que éste fomente el aprendizaje de las matemáticas y las ciencias.

Type of Course: Career Technical Preparatory**Reason for the new course:**

We received a grant from the Oregon Dept. of Education to develop and deliver our entire A.A.S. degree 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): A.A.S. in Early Childhood Education and Family Studies

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: 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. explicar cómo los estándares de matemáticas y ciencias se relacionan con la enseñanza de los niños,
2. identificar los componentes de las matemáticas y las ciencias para los niños pequeños,
3. identificar estrategias apropiadas para el desarrollo de las exploraciones científicas y matemáticas en los niños,
4. aplicar un modelo para diseñar experiencias en el salón de clase para que los niños desarrollen las habilidades de investigación y resolución de problemas de los niños,
5. describir contextos que apoyen en el niño el interés por las ciencias naturales,
6. planificar y diseñar actividades de matemáticas y ciencias apropiadas para su edad para niños pequeños desde la infancia hasta el kinder.

This course does not include assessable General Education outcomes.

Major Topic Outline:

Los componentes de las matemáticas
 Sentido de los Números
 Álgebra y funciones (clasificación y patrones)
 Medición
 Geometría
 Estándares de matemáticas
 Trabajar juntos con padres en el aprendizaje de las matemáticas
 Los componentes de la ciencia
 CTIM (STEM) con los niños pequeños
 Cómo involucrar a los padres en el apoyo del aprendizaje de las ciencias de sus hijos
 Historia y ciencias sociales

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 2023

Clackamas Community College
Online Course/Outline Submission System

Section #1 General Course Information**Department:** Education, Human Services and Criminal Justice**Submitter**

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

Course Prefix and Number: ECE - 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: Observación y Orientación I en Educación Temprana**Course Description:**

El curso está diseñado para ayudar a los estudiantes a explorar en profundidad las técnicas de observación y registro del desarrollo y aprendizaje de los niños. Se examinan varias técnicas de orientación infantil para niños desde el nacimiento hasta el 3er grado. Los estudiantes recibirán estrategias para ayudarles a proporcionar orientaciones positivas a los niños en función de diferentes de escenarios y situaciones.

Type of Course: Career Technical Preparatory**Reason for the new course:**

We have received a Grow Your Own Teacher Pathway grant from the Dept. of Education to develop all of our ECE courses in Spanish and offer our full A.A.S. degree 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): A.A.S. in Early Childhood Education and Family Studies

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: 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.

Yes

Course Number: ECE-121 Title: Observation and Guidance I

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. Describir pautas para hacer observaciones objetivas del comportamiento de los niños,
2. Registrar las observaciones de los niños utilizando más de una técnica (registros, anecdóticos y listas de control) y reflexionar sobre las observaciones,
3. Diseñar un ambiente en el salón de la clase que promueva la comprensión de los niños y lo que se espera de ellos,
4. Explicar la estructura y la intención de la herramienta CLASS, y
5. Explicar estrategias eficaces para interacción con las familias y compartir las observaciones de los niños.

This course does not include assessable General Education outcomes.

Major Topic Outline:

Observación y documentación: la clave para la enseñanza intencional
La calidad cuenta
Observar el desarrollo individual de los niños
Registro de Seguimiento
Observaciones Anecdóticas
Hacer observaciones y utilizar la lista de chequeo
Desarrollar competencias de orientación
Establecer límites en el salón de clase
Medidas positivas
Manejar las rutinas diarias
Reglas para las guías efectivas
Aplicando el conocimiento

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 2022

Clackamas Community College
Online Course/Outline Submission System

Section #1 General Course Information**Department:** Education, Human Services and Criminal Justice**Submitter**

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

Course Prefix and Number: ECE - 150ES**# 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: Introducción a la educación infantil y los estudios familiares**Course Description:**

Este curso se enfoca en la historia de la educación infantil y los teóricos más importantes que han contribuido significativamente al campo. Se examinarán los tipos de programas que atienden a niños pequeños, desde el nacimiento hasta los 8 años, y sus familias. Se explorarán los estándares estatales y nacionales en educación infantil y estudios familiares.

Type of Course: Career Technical Preparatory**Reason for the new course:**

We have received a Grow Your Own Teacher Pathway grant from the Dept. of Education to develop all of our ECE courses in Spanish and offer our full A.A.S. degree 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): A.A.S. in Early Childhood Education and Family Studies

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: 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: ECE-150 Title: Introduction to ECE and Family Studies

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. explicar la historia de la educación infantil y los estudios familiares,
2. describir las contribuciones que los teóricos más destacados han hecho al campo,
3. definir el rol del maestro como profesional,
4. comparar y contrastar las opciones de programas en educación infantil y estudios familiares,
5. describir los componentes de diseño necesarios para la educación infantil,
6. discutir los tres principios de la práctica apropiada para el desarrollo,
7. generalizar las mejores prácticas para satisfacer las necesidades de los estudiantes culturalmente y lingüísticamente diversos,
8. identificar los componentes de un ambiente de aprendizaje seguro y saludable para los niños.

This course does not include assessable General Education outcomes.

Major Topic Outline:

Trabajar con niños pequeños
 Tipos de programas para la niñez temprana
 Niños desde el nacimiento hasta tres años
 Los niños de cuatro y cinco años
 La niñez media
 Crear un entorno seguro y saludable
 El plan de estudio
 Experiencias de aprendizaje
 Programas para infantes, niños que empiezan a andar y para niños en edad escolar
 Trabajar con niños con necesidades especiales
 La participación de los padres

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 2021

Clackamas Community College
Online Course/Outline Submission System

Section #1 General Course Information**Department:** Education, Human Services and Criminal Justice**Submitter**

First Name: Dawn
Last Name: Hendricks
Phone: 503-594-6158
Email: dawn.hendricks@clackamas.edu

Course Prefix and Number: ECE - 154ES**# 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: Desarrollo del Lenguaje y la Alfabetización**Course Description:**

Se centra en el desarrollo del lenguaje y la alfabetización de los niños desde el nacimiento hasta tercer grado. Se examinarán las bases de la investigación y los componentes del desarrollo del lenguaje y la alfabetización. Se explorarán los criterios para seleccionar literatura infantil de calidad. Se enfatizarán estrategias prácticas para promover un desarrollo óptimo.

Type of Course: Career Technical Preparatory**Reason for the new course:**

We received a Grow Your Own grant to offer all of our ECE courses 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): A.A.S. in Early Childhood Education and Family Studies

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: 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: ECE-154 Title: Language and Literacy Development

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. identificar las teorías del desarrollo del lenguaje y la alfabetización,
2. resumir los componentes del desarrollo de la alfabetización,
3. desarrollar un plan de estudios que promueva la alfabetización emergente,
4. demostrar comprensión de la promoción del desarrollo del lenguaje y la alfabetización para niños con necesidades especiales,
5. seleccionar literatura infantil de calidad, y
6. promover la participación de los padres en los programas de alfabetización para niños pequeños.

This course does not include assessable General Education outcomes.

Major Topic Outline:

El lenguaje en los primeros años
 Las etapas del desarrollo del lenguaje
 Teorías del desarrollo del lenguaje
 La alfabetización en programas de primera infancia
 El rol del maestro en el desarrollo de la alfabetización
 Las etapas diferentes para el aprendizaje de lectura y escritura
 El rol del maestro en las etapas diferentes
 Desarrollar un plan de lección
 Los 8 componentes de un plan de lección
 La Taxonomía de Bloom
 Las metas del lenguaje y lectura y escritura para niños de la infancia hasta kínder
 Como seleccionar literatura infantil de calidad
 Incorporar libros multiculturales
 Apoyar a los niños con necesidades especiales
 La participación de los padres

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 2022

Clackamas Community College
Online Course/Outline Submission System

Section #1 General Course Information**Department:** Education, Human Services and Criminal Justice**Submitter**

First Name: Dawn
Last Name: Hendricks
Phone: 503-594-6158
Email: dawn.hendricks@clackamas.edu

Course Prefix and Number: ECE - 169ES**# 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: Trabajar con Niños con Necesidades Especiales**Course Description:**

Explora prácticas inclusivas para niños con necesidades especiales, desde el nacimiento hasta el tercer grado, en diferentes entornos de desarrollo infantil entornos de primera infancia. Este curso incluirá una exploración de lo siguiente: historia y contexto legal de la educación especial de la primera infancia; la importancia y los beneficios de crear entornos familiares para apoyar el desarrollo educativo de los niños; adaptaciones y adaptaciones curriculares; evaluación y seguimiento del progreso; y promoción.

Type of Course: Career Technical Preparatory**Reason for the new course:**

We received a grant from the Oregon Dept. of Education to develop and offer our entire A.A.S. degree 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): A.A.S. in Early Childhood Education and Family Studies

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: 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. identificar las características de discapacidades específicas y describir las prácticas y estrategias educativas recomendadas,
2. explicar los propósitos y principios de la Ley de Educación para Personas con Discapacidades de 2004 (IDEA)
3. explicar los componentes del IFSP y IEP (planes educativos individualizados para los niños pequeños),
4. explicar las posibles preocupaciones y perspectivas de las familias de estudiantes con discapacidades y estrategias para construir asociaciones con las familias,
5. identificar las características de discapacidades específicas como también describir las prácticas y estrategias educativas recomendadas,
6. explicar cómo modificar el entorno educativo y los materiales para adaptarse a los niños con necesidades especiales.

This course does not include assessable General Education outcomes.

Major Topic Outline:

Las características de discapacidades específicas y la descripción las prácticas y estrategias educativas recomendadas,

Los propósitos y principios de la Ley de Educación para Personas con Discapacidades de 2004 (IDEA)

Los componentes del IFSP y IEP (planes educativos individualizados para los niños pequeños),

Las posibles preocupaciones y perspectivas de las familias de estudiantes con discapacidades y estrategias para construir asociaciones con las familias

Programas y organizaciones en la comunidad que apoyan a niños y familias con necesidades especiales.

Las características de discapacidades específicas y describir las prácticas y estrategias educativas recomendadas, Modificaciones en el entorno educativo y los materiales para adaptarse a los niños con necesidades especiales.

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 2023

Clackamas Community College
Online Course/Outline Submission System

Section #1 General Course Information**Department:** Education, Human Services and Criminal Justice**Submitter**

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

Course Prefix and Number: ECE - 179ES**# 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: El Profesional en Educación Infantil**Course Description:**

Se enfoca en el rol del profesional en Educación Infantil (ECE) y se explorará los estándares y competencias profesionales de NAEYC para maestros de la primera infancia. Los estudiantes recibirán información sobre el Código de Conducta y Ética profesional de la Asociación Nacional para la Educación de Niños Pequeños así como también la información sobre lo que significa ser un Profesional de ECE y cómo abogar para los niños y las familias.

Type of Course: Career Technical Preparatory**Reason for the new course:**

We have received a Grow Your Own Teacher Pathway grant from the Dept. of Education to develop all of our ECE courses in Spanish and offer our full A.A.S. degree 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): A.A.S. in Early Childhood Education and Family Studies

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: 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.

Yes

Course Number: ECE-179 Title: The Professional in ECE and Family Studies

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. resumir y explicar el Código de Conducta y Ética Profesional de la Asociación Nacional para la Educación de Niños Pequeños (NAEYC),
2. resumir los estándares y competencias profesionales de NAEYC para maestros de la primera infancia.
3. desarrollar diferentes estrategias de promoción que sean apropiadas para los profesionales de ECE,
4. participar en el aprendizaje continuo y colaborativo para informar la práctica,
5. identificarse e involucrarse con el campo de la primera infancia,
6. explicar cómo abogar por el campo de la ECE, utilizando políticas educativas sólidas.
7. integrar perspectivas informadas, reflexivas y críticas sobre la educación infantil.

This course does not include assessable General Education outcomes.

Major Topic Outline:

Código de conducta y ética profesional de la Asociación Nacional para la Educación de Niños Pequeños (NAEYC)
 Estándares y Competencias Profesionales para Educadores de la Niñez Temprana
 Práctica Apropiada para el Desarrollo en Programas para la Primera Infancia para la Atención de Niños desde el Nacimiento hasta los 8 Años de Edad
 Estándares profesionales relacionados con la práctica de la primera infancia
 Niveles profesionales, la preparación del educador de la primera infancia, y la remuneración
 Dónde estamos ahora, observaciones sobre otras profesiones y hacia dónde vamos
 Abogacía en la infancia temprana
 Centro de Desarrollo Profesional en el Campo de Cuidado y Educación Infantil de Oregon (OCCD)
 Crecimiento Profesional
 Su filosofía

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:

Clackamas Community College

Online Course/Outline Submission System

Section #1 General Course Information

Department: Education, Human Services and Criminal Justice

Submitter

First Name: Dawn

Last Name: Hendricks

Phone: 6158

Email: dawn.hendricks@clackamas.edu

Course Prefix and Number: ECE - 221ES

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: Observación y Orientación II en Educación Temprana

Course Description:

Diseñado para ayudar a los estudiantes a explorar con mayor profundidad la observación y la orientación de los niños desde el nacimiento hasta el tercer grado dentro del entorno del aula. En este curso más avanzado, el estudiante se enfoca en técnicas adicionales de observación y orientación para observar grupos de niños y aborda comportamientos desafiantes y otros problemas dentro del entorno de la primera infancia. Se explora en profundidad el papel del profesional en el uso de la observación para promover su propio desarrollo y ayudar en el progreso de los niños.

Type of Course: Career Technical Preparatory

Reason for the new course:

We have received a Grow Your Own Teacher Pathway grant from the Dept. of Education to develop all of our ECE courses in Spanish and offer our full A.A.S. degree 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): A.A.S. in Early Childhood Education and Family Studies

Are there prerequisites to this course?

Yes

Pre-reqs: ECE-121ES

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?

✓ **Fall**

Is this course equivalent to another?

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

Yes

Course Number: ECE-221 Title: Observation and Guidance II

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. utilizar varios métodos y herramientas (conteos de frecuencia, documentación de ABC, video) para observar y documentar el desarrollo de los niños,
2. facilitar la resolución de conflictos y las charlas de orientación con los niños según sea necesario,
3. implementar estrategias de intervención y técnicas de manejo de crisis en el aula,
4. orientar el comportamiento de los niños con discapacidades,
5. tomar decisiones de evaluación sobre niños individuales en función de las fortalezas y necesidades de cada niño, y
6. colaborar con las familias para compartir información de observación y evaluación sobre sus hijos.

This course does not include assessable General Education outcomes.

Major Topic Outline:

El objetivo, el proceso y la practica de monitoreo, revisión y evaluación
 Conteos de Frecuencia y Muestras del Trabajo
 Formulario ABC
 Aprender a grabar, recabar y organizar videos de las conductas de los niños
 Niños con discapacidades
 Entendiendo las razones de los problemas de conducta
 Manejo de mal comportamiento persistente
 Problemas de orientación
 Planificar para la evaluación
 Cómo planificar un plan de estudios efectivo y significativo
 Colaborar con las familias

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 2022

Clackamas Community College
Online Course/Outline Submission System

Section #1 General Course Information**Department:** Education, Human Services and Criminal Justice**Submitter**

First Name: Dawn
Last Name: Hendricks
Phone: 503-594-6158
Email: dawn.hendricks@clackamas.edu

Course Prefix and Number: ECE - 235ES**# 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: Nutrición, Música y Movimiento**Course Description:**

Se centra en los factores que contribuyen a la obesidad infantil. Explora los estándares actuales y las prácticas basadas en evidencia en la educación nutricional, movimiento y música en la primera infancia. Explora formas de incorporar educación sobre el movimiento, la música y la nutrición apropiada para el desarrollo en el entorno y el plan de estudios de la primera infancia.

Type of Course: Career Technical Preparatory**Reason for the new course:**

We received a grant from the ODE to develop all of our courses into Spanish.

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): A.A.S. in Early Childhood Education and Family Studies

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: 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.

Yes

Course Number: ECE-235 Title: Nutrition, Music and Movement in ECE

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. describir los factores que contribuyen a la actual epidemia de obesidad infantil en niños pequeños,
2. identificar los beneficios de una nutrición, música y movimiento apropiado para el desarrollo de los niños pequeños en varios dominios: cognitivo, social, emocional, físico y creativo;
3. acceder y evaluar información y recursos de organizaciones reconocidas a nivel nacional sobre nutrición, movimiento y música en la primera infancia,
4. desarrollar planes de actividades que incorporen educación nutricional apropiada para el desarrollo en las rutinas diarias y el plan de estudios, alineados con los estándares nacionales,
5. desarrollar planes de actividades que incorporen la actividad física y la educación del movimiento correspondiente para el desarrollo en las rutinas diarias y el plan de estudios (actividades de motricidad fina y gruesa), con los estándares nacionales,
6. diseñar, desarrollar e integrar múltiples formas para incluir música y educación musical en las rutinas diarias en el plan de estudios, alineado con los estándares nacionales.

This course does not include assessable General Education outcomes.

Major Topic Outline:

Prevención y respuesta a la obesidad infantil
 Estándares y prácticas: práctica apropiada para el desarrollo en nutrición, movimiento y música
 Entornos de movimiento y plan de estudios
 Etapas del desarrollo y desarrollo de habilidades para el dominio físico
 Juego de cuerpo grande
 Habilidades y desarrollo en la exploración y educación musical
 Individualizar para apoyar a todos los niños
 Planificación de experiencias conectadas intencionalmente
 Evaluación de los niños y evaluación de los programas

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:

Clackamas Community College

Online Course/Outline Submission System

Section #1 General Course Information

Department: Education, Human Services and Criminal Justice

Submitter

First Name: Dawn
Last Name: Hendricks
Phone: 503-594-6158
Email: dawn.hendricks@clackamas.edu

Course Prefix and Number: ECE - 239ES

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: Ayudar a los niños y las familias a afrontar el estrés

Course Description:

Se centra en los factores de la sociedad que pueden afectar a los niños y las familias, incluido el estrés ambiental, el divorcio y la muerte. Se incluyen estrategias efectivas que los maestros pueden usar para apoyar a los niños y las familias durante momentos de estrés.

Type of Course: Career Technical Preparatory

Reason for the new course:

We received a grant from ODE to offer our entire A.A.S. degree 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): A.A.S. in Early Childhood Education and Family Studies

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: 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.

Yes

Course Number: ECE-239 Title: Helping Children and Families Cope with Stress

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. identificar los factores de estrés que afectan a los niños y las familias,
2. comunicar a los padres diversas técnicas para ayudarlos en la orientación del niño en lo que se refiere a varios factores estresantes,
3. identificar las agencias comunitarias que ayudan a los niños y familias bajo estrés, la variedad de servicios que brindan y como acceder a estos recursos.
4. comunicarse con los niños y brindarles oportunidades y apoyo para que comprendan, adquieran y usen medios verbales y no verbales que les permitan de comunicar pensamientos y sentimientos para disminuir los niveles de frustración;
5. definir la comprensión inmadura de la muerte, lo que eventualmente conducirá a una comprensión madura en el niño,
6. explicar cómo la respuesta de un niño a la pérdida altera sus etapas de desarrollo mental y emocional y la experiencia previa con la pérdida, describir el impacto del divorcio y los ajustes resultantes que necesitan los niños y los padres.

This course does not include assessable General Education outcomes.

Major Topic Outline:

Identificar los tipos de estrés
 Cómo ayudarles a los niños a manejar el estrés
 Cómo enseñarles a los niños a manejar los conflictos
 Ayudarles a los niños a comprender la separación y el divorcio
 Ayudarles a los niños a afrontar la muerte y la pérdida
 Hablar con los niños sobre los desastres
 Ayudarles a los niños a afrontar y comprender los actos de violencia
 Ayudarles a los niños a afrontar y manejar las transiciones
 Minimizar el estrés de los días festivos para los niños
 Modelar los comportamientos que reducen el 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%

First term to be offered:

Clackamas Community College
Online Course/Outline Submission System

Consent Agenda Requests

Section #1 General Course Information

Department: Education, Human Services and Criminal Justice

Submitter

First Name: Dawn

Last Name: Hendricks

Phone: 503-594-6158

Email: dawn.hendricks@clackamas.edu

Course Prefix and Number: ECE - 240ES

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: Ambientes y Planificación Curricular

Course Description:

Se enfoca en una introducción a la creación de entornos de aprendizaje y currículo para niños de tres a cinco años en programas en el hogar o en el centro escolar. El curso cubre teorías y relaciones entre el espacio físico y social, las actividades, las experiencias y los materiales. Se presenta a los estudiantes el uso de prácticas apropiadas para el desarrollo y la cultura en la planificación y selección de entornos y planes de estudios para niños pequeños.

Type of Course: Career Technical Preparatory

Reason for the new course:

We received a grant from ODE to offer all of our courses 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): A.A.S. in Early Childhood Education and Family Studies

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: 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.

Yes

Course Number: ECE-240 Title: Environments and Curriculum Planning

Will this course appear in the college catalog?

No

Will this course appear in the schedule?

No

Student Learning Outcomes:

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

1. definir los componentes de un plan de estudios apropiado para el desarrollo,
2. explicar la importancia del juego al niño,
3. diseñar entornos de aprendizaje que satisfacen las necesidades de los niños en edad preescolar,
4. seleccionar materiales apropiados para el desarrollo que estimulen el aprendizaje de los niños y apoyen la implementación del plan de estudios,
5. establecer un horario y rutinas diarias que cumplen las necesidades de todos los niños,
6. crear formularios de planificación diaria y semanal para niños individuales y grupos de niños, y
7. describir cómo el plan de estudios y el entorno deben ser culturalmente y lingüísticamente receptivos para reflejar los niños y las familias.

This course does not include assessable General Education outcomes.

Major Topic Outline:

Comprender la importancia del medio ambiente y establecer un entorno equitativo y de apoyo emocional
 Establecer un contexto para el aprendizaje y planificar un plan de estudios basado en el juego
 La enseñanza intencional
 El ciclo de planificación curricular
 Desarrollando un plan de estudios para un enfoque centrado en el juego
 Organizar un entorno eficaz y consideraciones de diseño
 Desarrollar centros de aprendizaje en el aula
 Haciendo visible el aprendizaje de los niños
 Planificación para el aprendizaje en todos los dominios en la niñez

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:

Clackamas Community College
Online Course/Outline Submission System

Section #1 General Course Information**Department:** Education, Human Services and Criminal Justice**Submitter**

First Name: Dawn
Last Name: Hendricks
Phone: 503-594-6158
Email: dawn.hendricks@clackamas.edu

Course Prefix and Number: ECE - 241ES**# 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: Ambientes y Planificación Curricular para Bebés y Niños Pequeños**Course Description:**

Este curso se enfoca en la aplicación de estrategias basadas en la investigación para implementar y evaluar los entornos y el plan de estudios de la primera infancia para niños desde el nacimiento hasta los tres años de edad. El enfoque está en integrar el conocimiento del contenido en todas las rutinas y experiencias en el aula.

Type of Course: Career Technical Preparatory**Reason for the new course:**

We received a grant from ODE to develop all of our ECE courses in Spanish for the A.A.S. degree.

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): A.A.S. in Early Childhood Education and Family Studies

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: 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: ECE-241 Title: Environments & Curriculum: Infants and Toddlers

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. crear un entorno físico apropiado para el desarrollo de bebés y niños pequeños, incluyendo rutinas y transiciones,
2. seleccionar materiales y actividades apropiados en el desarrollo para incluirlos en un plan de estudios de alta calidad y apropiado para el desarrollo,
3. desarrollar un plan de estudios semanal para una clase de bebés/niños pequeños que incluya la individualización para diferentes edades y necesidades,
4. describir cómo el plan de estudios y el entorno satisfacen las necesidades emergentes de alfabetización de bebés y niños pequeños,
5. identificar, comparar y analizar enfoques y modelos curriculares apropiados para el desarrollo para bebés y niños pequeños.

This course does not include assessable General Education outcomes.

Major Topic Outline:

Cómo son los bebés, los niños pequeños y los de dos años
 Crear un entorno receptivo
 Las rutinas diarias
 Lo que aprenden los niños
 Jugar con juguetes
 Imitar
 Disfrutar de cuentos y libros
 Conectar con la música y el movimiento
 Crear con arte
 Explorar arena y agua
 Salir al aire libre
 Construyendo asociaciones con las familias

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:

Clackamas Community College
Online Course/Outline Submission System

Section #1 General Course Information**Department:** Education, Human Services and Criminal Justice**Submitter**

First Name: Dawn
Last Name: Hendricks
Phone: 503-594-6158
Email: dawn.hendricks@clackamas.edu

Course Prefix and Number: ECE - 246ES**# 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: Relaciones entre la escuela, la familia y la comunidad**Course Description:**

Este curso se concentra en el conocimiento y las habilidades para trabajar eficazmente con las familias y la comunidad y con otros profesionales en educación infantil (6 semanas de edad hasta tercer grado). El énfasis está en construir y mantener relaciones positivas para fomentar la cooperación y el respeto mutuo entre los profesionales en la primera infancia y las familias de los niños con quienes trabajan.

Type of Course: Career Technical Preparatory**Reason for the new course:**

We received a grant from the Oregon Dept. of Education to develop and offer all of our courses in ECE 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): A.A.S. in Early Childhood Education and Family Studies

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: 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: ED-246 Title: School, Family and Community Relations

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. implementar estrategias para fomentar la participación familiar en el salón de clase,
2. utilizar un enfoque de equipo para apoyar y trabajar con las familias de los niños,
3. ayudar a las familias a desarrollar un esquema de los recursos y los medios del apoyo familiar,
4. identificar y analizar los niveles de participación que existen en las asociaciones escolares, familiares y comunitarias;
5. identificar la diversidad de la demografía familiar,
6. comunicarse eficazmente con las familias para platicar sobre el aprendizaje de de sus hijos y apoyarles con su crecimiento y desarrollo.

This course does not include assessable General Education outcomes.

Major Topic Outline:

Perspectivas psicológicas
 La escuela como agente de socialización
 Los estereotipos de género
 La crianza de los hijos
 Cómo acoger y apoyar a las familias
 Comentar una relación sana con las familias
 La relación entre la familia y los maestros
 Colaborar con la comunidad

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 2022

Clackamas Community College
Online Course/Outline Submission System

Section #1 General Course Information**Department:** Education, Human Services and Criminal Justice**Submitter**

First Name: Dawn
Last Name: Hendricks
Phone: 503-594-6158
Email: dawn.hendricks@clackamas.edu

Course Prefix and Number: ECE - 254ES**# 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: Estrategias de Instrucción para Estudiantes de Dos Idiomas**Course Description:**

Este curso examina enfoques pedagogicos y culturales que conducen a un desarrollo exitoso del dominio del idioma ingles, idioma usado en la casa, y reconocimiento del contenido por los niños cuyo idioma en el hogar no es el inglés. Se enfoca en el niño desde su nacimiento hasta la escuela primaria.

Type of Course: Career Technical Preparatory**Reason for the new course:**

We received a grant from the Dept. of Education to develop and offer all of our ECE courses 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): A.A.S. in Early Childhood Education and Family Studies

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: 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.

Yes

Course Number: ED-254 Title: Instructional Strategies for Dual Language Learner

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. discutir los fundamentos históricos y legales de la educación de los niños que aprenden en dos idiomas,
2. explicar los tipos de programas actuales de desarrollo del idioma inglés que se emplean con los niños desde el nacimiento hasta la escuela primaria,
3. comparar y contrastar las teorías sobre la adquisición de un segundo idioma,
4. identificar los niveles de desarrollo del idioma inglés en los niños,
5. individualizar estrategias de instrucción para cumplir con las necesidades de todos los niños,
6. implementar estrategias para una comunicación más efectiva con los niños que aprenden en dos idiomas, y
7. construir asociaciones de colaboración con familias de niños que aprenden en dos idiomas.

This course does not include assessable General Education outcomes.

Major Topic Outline:

Creación de un entorno amigable para el aprendizaje del lenguaje
 Historia de la educación bilingüe y modelos de programas
 Enseñanza cultural y lingüística receptiva: pedagogía crítica y aprendizaje cooperativo
 El proceso de bilingüismo simultáneo para niños desde el nacimiento hasta los tres años
 Niños de edad preescolar que aprenden inglés, sus familias y sus comunidades
 Cómo conectar los primeros y los segundos idiomas
 Cambio de código y pérdida del lenguaje
 Los niños que aprenden inglés y tienen discapacidades u otras necesidades especiales
 Las prácticas recomendadas en la lecto-escritura en la temprana edad

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 2023

Clackamas Community College
Online Course/Outline Submission System

Section #1 General Course Information**Department:** Education, Human Services and Criminal Justice**Submitter**

First Name: Dawn

Last Name: Hendricks

Phone: 503-594-6158

Email: dawn.hendricks@clackamas.edu

Course Prefix and Number: ECE - 258ES**# 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: Equidad y Diversidad en La Educación Infantil**Course Description:**

Este curso se enfoca en promover y honrar la diversidad y la equidad en la educación infantil. El enfoque será en colaborar con familias diversas, establecer ámbitos culturales y lingüísticos que sean diversificados y promuevan una autoidentificación positiva en los niños pequeños.

Type of Course: Career Technical Preparatory**Reason for the new course:**

We received a grant from ODE to develop and offer all of our ECE courses 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)?

Yes

Check which General Education requirement:

Social Science

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

Yes

Name of degree(s) and/or certificate(s): A.A.S. in Early Childhood Education and Family Studies

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

Yes

Area: Human Relations

GRADING METHOD:

A-F or Pass/No Pass

Audit: 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. desarrollar conciencia y comprensión de su propia cultura, creencias personales, valores y prejuicios;
 2. reconocer el poder y beneficios de la diversidad y la inclusión,
 3. reconocer y tratar de comprender las desigualdades estructurales y su impacto,
 4. hacer un resumen del compromiso con la responsabilidad cultural como proceso continuo,
 5. explicar la importancia de mostrarse receptivo a la cultura de los niños y sus familias,
 6. describir estrategias para crear ambientes educacionales para niños en la primera infancia que respeten la diversidad cultural, y
 7. describir las técnicas que usan los maestros para promover el multiculturalismo
-

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

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.
- S** 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

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

SC: Science or Computer Science Outcomes

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

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

:

Major Topic Outline:

Analizar la diversidad, equidad e inclusión
 La importancia de la cultura
 El desarrollo de la identidad en los niños
 La identidad profesional de los maestros y cómo promover la equidad
 La educación sin prejuicios y equitativa
 El multiculturalismo y justicia social en la sala de clases
 La raza, origen étnica e idioma
 La diversidad en la estructura familiar
 El género en niños pequeños
 La religión en la familia
 La influencia de los estereotipos, prejuicios y discriminación

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 2022

Clackamas Community College
Online Course/Outline Submission System

Consent Agenda Requests

Section #1 General Course Information

Department: Education, Human Services and Criminal Justice

Submitter

First Name: Dawn

Last Name: Hendricks

Phone: 503-594-6158

Email: dawn.hendricks@clackamas.edu

Course Prefix and Number: ECE - 280ES

Credits: 4

Contact hours

Lecture (# of hours):

Lec/lab (# of hours):

Lab (# of hours): 144

Total course hours: 144

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 Laboral Cooperativa

Course Description:

En este curso, los estudiantes completan 144 horas de trabajo en un entorno de primera infancia, asistiendo a niños y familias desde el nacimiento hasta los 8 años de edad. Si no completan las horas requeridas, recibirá un curso incompleto o reprobará.

Type of Course: Career Technical Preparatory

Reason for the new course:

We received a grant from the Oregon Dept. of Ed. to offer our full A.A.S. in ECE degree in Spanish.

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): A.A.S. in Early Childhood Education and Family Studies

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: No

When do you plan to offer this course?

Summer

Fall

Spring

Is this course equivalent to another?

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

Yes

Course Number: ECE-280 Title: Early Childhood Education/CWE

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. demostrar prácticas y ética profesionales en el lugar de trabajo,
2. observar a los maestros y a los niños en entornos apropiados para el desarrollo,
3. proporcionar un entorno seguro para que los niños prevengan y reduzcan las lesiones,
4. comunicarse con los niños y brindar oportunidades y apoyo para que los niños comprendan, adquieran y utilicen medios verbales y no verbales de comunicar pensamientos y sentimientos;
5. describir cómo crear un entorno de aprendizaje temprano para promover el desarrollo y el aprendizaje de los niños,
6. seguir estrategias de orientación positivas al trabajar con niños pequeños,
7. demostrar aprecio y comprensión de los niños culturalmente y lingüísticamente diversos,
8. demostrar y describir una comprensión del papel de la observación en la enseñanza de los niños pequeños.

This course does not include assessable General Education outcomes.

Major Topic Outline:

prácticas y ética profesionales en el lugar de trabajo
 entornos apropiados para el desarrollo y seguridad de los niños
 un entorno seguro para que los niños prevengan y reduzcan las lesiones
 oportunidades para brindar para que los niños comprendan, adquieran y utilicen medios verbales y no verbales de comunicar pensamientos
 creación de un entorno de aprendizaje temprano para promover el desarrollo y el aprendizaje en los niños
 estrategias de orientación positivas al trabajar con niños pequeños
 aprecio y comprensión de los niños culturalmente y lingüísticamente diversos
 discernimiento del papel de la observación en la enseñanza de los niños pequeños

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 2022

Clackamas Community College
Online Course/Outline Submission System

Consent Agenda Requests

Section #1 General Course Information

Department: Education, Human Services and Criminal Justice

Submitter

First Name: Dawn

Last Name: Hendricks

Phone: 503-594-6158

Email: dawn.hendricks@clackamas.edu

Course Prefix and Number: ECE - 291ES

Credits: 4

Contact hours

Lecture (# of hours): 12

Lec/lab (# of hours):

Lab (# of hours): 108

Total course hours: 120

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

Course Title: Practicum II

Course Description:

Se enfoca en permitir que los estudiantes tengan una experiencia laboral en una variedad de entornos educativos, al mismo tiempo que hacen las tareas asignadas regularmente a los educadores de la primera infancia. Este curso permite a los estudiantes aplicar los conocimientos, métodos y habilidades adquiridos en los cursos de educación infantil y estudios sobre las familias. El seminario cubre las experiencias en el aula, las mejores prácticas y los métodos de evaluación.

Type of Course: Career Technical Preparatory

Reason for the new course:

We received a grant from ODE to offer our entire A.A.S. degree 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): A.A.S. in Early Childhood Education and Family Studies

Are there prerequisites to this course?

Yes

Pre-reqs: ECE-121ES, ECE-150ES, ECE-179ES, ECE-240ES, ECE-280ES, HDF-225ES, and HDF-247ES

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 Only

Audit: No

When do you plan to offer this course?

✓ **Winter**

Is this course equivalent to another?

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

Yes

Course Number: ECE-291 Title: Practicum III

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. desarrollar estrategias de observación y evaluación en entornos educativos, asistiendo a los niños desde el nacimiento hasta el kínder;
2. observar una variedad de estrategias de instrucción y prácticas de enseñanza,
3. aprender los sistemas para el mantenimiento de registros y la comunicación en un entorno escolar,
4. planificar actividades y experiencias para niños individualmente y grupos pequeños, en base a sus capacidades, necesidades e intereses;
5. colaborar con las familias para apoyarles con el desarrollo y aprendizaje de sus hijos.

This course does not include assessable General Education outcomes.

Major Topic Outline:

Revisar el Código de Conducta Ética de NAEYC
 Aprender sobre la estructura y el sistema de GOLD
 Crear los planes de actividades
 Recopilar la documentación del estudiante
 Escribir su propia filosofía de la enseñanza
 Crear una autobiografía
 Evaluar un niño
 Completar un formulario de juntos con las familias
 Trabajar juntos con las familias de los estudiantes

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 2023

Clackamas Community College

Online Course/Outline Submission System

Section #1 General Course Information

Department: Education, Human Services and Criminal Justice

Submitter

First Name: Dawn

Last Name: Hendricks

Phone: 503-594-6158

Email: dawn.hendricks@clackamas.edu

Course Prefix and Number: ECE - 292ES

Credits: 4

Contact hours

Lecture (# of hours): 12

Lec/lab (# of hours):

Lab (# of hours): 108

Total course hours: 120

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

Course Title: Practicum III

Course Description:

Este curso se enfoca en la experiencia de trabajo de los estudiantes con varios entornos educacionales en salones de clases enfocadas directamente con la enseñanza y supervisión de niños desde el nacimiento hasta el kínder. Este curso permite a los estudiantes aplicar conocimientos y metodologías adquiridas en los cursos de educación infantil, y sean transferibles a las habilidades requeridas en un ambiente educacional entre 0 a 8 años de edad. Los seminarios obligatorios abarcan la revisión de los dominios del desarrollo, los ámbitos de aprendizaje, las experiencias reales en el salón de clases, resolución de problemas, desarrollo del plan de estudios, técnicas de evaluación y la orientación del aprendizaje y la conducta de los niños.

Type of Course: Career Technical Preparatory

Reason for the new course:

We received a grant from ODE to offer our entire A.A.S. in ECE 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): A.A.S. in Early Childhood Education and Family Studies

Are there prerequisites to this course?

Yes

Pre-reqs: ECE-291ES

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 Only

Audit: No

When do you plan to offer this course?

✓ **Spring**

Is this course equivalent to another?

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

Yes

Course Number: ECE-292 Title: Practicum III

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. llevar a cabo las tareas de instrucción asignadas por el maestro del salón de clases, con énfasis en las mejores prácticas;
2. evaluar y analizar el progreso de un niño en todos los dominios del desarrollo y el aprendizaje durante todo el tiempo,
3. individualizar el plan de estudios para satisfacer las necesidades de cada niño y reforzar su aprendizaje,
4. planificar e implementar actividades en grupos grandes y pequeños en colaboración con el equipo docente,
5. desarrollar el hábito de convertirse en un profesional reflexivo en la educación.

This course does not include assessable General Education outcomes.

Major Topic Outline:

Revisar el sistema de GOLD
 Individualizar para niños con discapacidades
 Individualizar para niños que hablan dos idiomas
 Crear un portafolio profesional electrónico
 Utilizar tecnología en el aula
 Aprender sobre el sistema de CLASS
 Reflexionar sobre el trabajo en el aula
 Abogar para los niños y las familias

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 2023

Clackamas Community College
Online Course/Outline Submission System

Section #1 General Course Information**Department:** Education, Human Services and Criminal Justice**Submitter**

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

Course Prefix and Number: HDF - 225ES**# 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: Desarrollo de las Etapas Prenatal, Infantes y de Niños Pequeños**Course Description:**

Se enfoca en la exploración del desarrollo y factores que influyen áreas relacionadas con lo físico, cognitivo y socio-emocional en los niños desde la etapa prenatal hasta los tres años de edad. Se examinarán teorías relacionadas con estas etapas, así como la influencia del lenguaje y la cultura en el desarrollo y crianza.

Type of Course: Career Technical Preparatory**Reason for the new course:**

We have received a Grow Your Own Teacher Pathway grant from the Dept. of Education to develop all of our ECE courses in Spanish and offer our full A.A.S. degree 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): A.A.S. in Early Childhood Education and Family Studies

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: 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: HDF-225 Title: Prenatal, Infant and Toddler Development

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. explicar las diferentes teorías utilizadas para explicar el desarrollo prenatal y de la primera infancia,
2. describir los hitos del desarrollo prenatal y los factores de fluidez en el desarrollo del feto,
3. describir el proceso de desarrollo cerebral y funcionamiento cognitivo en el niño desde el nacimiento hasta los tres años de edad,
4. discutir los hitos en el desarrollo del lenguaje y la alfabetización desde el nacimiento hasta los tres años de edad,
5. identificar los principales hitos sociales y emocionales el período de bebé y primera infancia,
6. explicar cómo el lenguaje y la cultura influyen en el desarrollo y prácticas de crianza infantil y
7. hacer un resume de cómo los factores socioculturales y económicos influyen al niño y su familia.

This course does not include assessable General Education outcomes.

Major Topic Outline:

Las teorías

El qué y porqué del desarrollo en la primera infancia

El desarrollo prenatal

El cerebro y el desarrollo perceptual

El desarrollo y aprendizaje motor, y Salud física y crecimiento del bebé: desde el nacimiento hasta la edad de un a tres años

E desarrollo emocional y social del infante, desde el nacimiento hasta la edad de un año a 3 años

El desarrollo cognitivo, lingüístico y de alfabetización: desde el nacimiento hasta el primer año.

El establecimiento de relaciones con las familias

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 2022

Clackamas Community College
Online Course/Outline Submission System

Section #1 General Course Information**Department:** Education, Human Services and Criminal Justice**Submitter**

First Name: Dawn
Last Name: Hendricks
Phone: 503-594-6158
Email: dawn.hendricks@clackamas.edu

Course Prefix and Number: HDF - 247ES**# 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: Desarrollo y crecimiento en la niñez (tres años hasta el tercer grado)**Course Description:**

Este curso se enfoca en los principios del desarrollo en niños de tres a ocho años, incluyendo el crecimiento, la observación y la evaluación física, cognitiva, social y emocional. Explora las principales teorías históricas del desarrollo infantil y las investigaciones y prácticas actuales.

Type of Course: Career Technical Preparatory**Reason for the new course:**

We received a grant from the Oregon Dept. of Education to develop and offer our entire A.A.S. degree 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): A.A.S. in Early Childhood Education and Family Studies

Are there prerequisites to this course?

Yes

Pre-reqs: HDF-225ES

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.

Yes

Course Number: HDF-247 Title: Preschool Child Development

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. identificar las diferencias y diversidad en el desarrollo y aprendizaje en la demografía de los estudiantes.
2. hacer un resumen de la secuencia en el desarrollo físico en los niños desde los tres años de edad hasta los ocho años,
3. analizar los hitos en el desarrollo del lenguaje y alfabetización desde los de tres años de edad hasta los ocho años,
4. describir el proceso de desarrollo cerebral y funcionamiento cognitivo en los niños desde los de tres años de edad hasta los ocho años,
5. implementar estrategias que fomentan el desarrollo social y emocional en los estudiantes,
6. utilizar un enfoque de equipo para apoyar el desarrollo y aprendizaje de los niños en el contexto escolar
7. comunicarse eficazmente con las familias para compartir el conocimiento de sus hijos y apoyar su crecimiento y desarrollo.

This course does not include assessable General Education outcomes.

Major Topic Outline:

La naturaleza o el nutrir
 El desarrollo socio-emocional
 El desarrollo cognitivo
 El desarrollo físico
 La memoria y la atención
 El autocontrol
 La teoría de las inteligencias múltiples
 La autoeficacia
 La ética del cuidado
 La biculturalidad

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 2022

Clackamas Community College
Online Course/Outline Submission System

Section #1 General Course Information**Department:** Education, Human Services and Criminal Justice**Submitter**

First Name: Dawn
Last Name: Hendricks
Phone: 503-594-6158
Email: dawn.hendricks@clackamas.edu

Course Prefix and Number: HDF - 260ES**# 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: Entender el Abuso y la Negligencia Infantil**Course Description:**

Este curso ofrece una descripción general del abuso y la negligencia infantil. Los estudiantes examinarán los tipos y las causas de abuso, como también el perfil típico de un niño abusado y de los padres abusivos. Se examinarán igualmente el tratamiento, la educación y prevención, y los recursos disponibles para ayudar a niños y familias. Se hace hincapié en la intervención y los informes obligatorios, así como en las investigaciones sobre el abuso y las consideraciones legales.

Type of Course: Career Technical Preparatory**Reason for the new course:**

We received a grant from the Dept. of Education to develop and offer all of our courses 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): A.A.S. in Early Childhood Education and Family Studies

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: 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.

Yes

Course Number: HDF-260 Title: Child Abuse and Neglect

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. definir varios tipos de abuso infantil,
2. identificar indicadores de maltrato infantil,
3. analizar las leyes de notificación obligatorias,
4. demostrar las mejores prácticas para la investigación y las entrevistas en casos de abuso y negligencia infantil, y
5. discutir la historia y la función de multiples componentes del sistema de protección infantil en los Estados Unidos.

This course does not include assessable General Education outcomes.

Major Topic Outline:

Historia de la protección infantil en Estados Unidos
Prevención del abuso y la negligencia infantil
El sistema de protección infantil
El tribunal de menores/El sistema judicial para menores de edad
Cuidado de crianza y adopción
El descuido infantil
Abuso psicológico
Abuso físico
Abuso sexual infantil
Las investigaciones sobre la negligencia y el abuso
Los informes obligatorios

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 2023

Clackamas Community College
Online Course/Outline Submission System

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 - 124ES

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. El alumnado aprenderá un proceso de escritura y redacción: desde cómo hacer una «lluvia de ideas» para generar ideas hasta cómo corregir e 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 difíciles. 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 y cómo citarlos.

Type of Course: Lower Division Collegiate**Reason for the new course:**

Es un curso para los estudiantes del programa Early Childhood Education (el educación infantil) de CCC.

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 o ubicación en 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: Los y las estudiantes deben leer y escribir a nivel universitario, en español, antes de comenzar el curso

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

Yes

Area: Communication

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 auténtica 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)
-

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

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

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

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

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

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

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

PSU (Portland State University)

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

PSU - Span201H: Second-year Spanish Heritage

How does it transfer? (Check all that apply)

general elective

:

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

Other. Please explain.

Course description in PSU catalog aligns with WR124ES.

First term to be offered:

Next available term after approval

:

Course Number	Title	Related Instruction Area
ECE-258ES	Equidad y Diversidad en La Educación Infantil	Human Relations
WR-124ES	Escritura de ensayos de nivel universitario en	Communications

Clackamas Community College
Online Course/Outline Submission System

Section #1 General Course Information**Department:** Education, Human Services and Criminal Justice**Submitter**

First Name: Dawn

Last Name: Hendricks

Phone: 503-594-6158

Email: dawn.hendricks@clackamas.edu

Course Prefix and Number: ECE - 258ES**# 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: Equidad y Diversidad en La Educación Infantil**Course Description:**

Este curso se enfoca en promover y honrar la diversidad y la equidad en la educación infantil. El enfoque será en colaborar con familias diversas, establecer ámbitos culturales y lingüísticos que sean diversificados y promuevan una autoidentificación positiva en los niños pequeños.

Type of Course: Career Technical Preparatory**Reason for the new course:**

We received a grant from ODE to develop and offer all of our ECE courses 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)?

Yes

Check which General Education requirement:

Social Science

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

Yes

Name of degree(s) and/or certificate(s): A.A.S. in Early Childhood Education and Family Studies

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

Yes

Area: Human Relations

GRADING METHOD:

A-F or Pass/No Pass

Audit: 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. desarrollar conciencia y comprensión de su propia cultura, creencias personales, valores y prejuicios;
 2. reconocer el poder y beneficios de la diversidad y la inclusión,
 3. reconocer y tratar de comprender las desigualdades estructurales y su impacto,
 4. hacer un resumen del compromiso con la responsabilidad cultural como proceso continuo,
 5. explicar la importancia de mostrarse receptivo a la cultura de los niños y sus familias,
 6. describir estrategias para crear ambientes educativos para niños en la primera infancia que respeten la diversidad cultural, y
 7. describir las técnicas que usan los maestros para promover el multiculturalismo
-

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

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

SP: Speech/Oral Communication Outcomes

- S**
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

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

SC: Science or Computer Science Outcomes

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

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

:

Major Topic Outline:

- Analizar la diversidad, equidad e inclusión
- La importancia de la cultura
- El desarrollo de la identidad en los niños
- La identidad profesional de los maestros y cómo promover la equidad
- La educación sin prejuicios y equitativa
- El multiculturalismo y justicia social en la sala de clases
- La raza, origen étnica e idioma
- La diversidad en la estructura familiar
- El genero en niños pequeños
- La religión en la familia
- La influencia de los estereotipos, prejuicios y discriminación

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 2022

Clackamas Community College
Online Course/Outline Submission System

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 - 124ES

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. El alumnado aprenderá un proceso de escritura y redacción: desde cómo hacer una «lluvia de ideas» para generar ideas hasta cómo corregir e 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 difíciles. 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 y cómo citarlos.

Type of Course: Lower Division Collegiate**Reason for the new course:**

Es un curso para los estudiantes del programa Early Childhood Education (el educación infantil) de CCC.

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 o ubicación en 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: Los y las estudiantes deben leer y escribir a nivel universitario, en español, antes de comenzar el curso

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

Yes

Area: Communication

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 auténtica 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)
-

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

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
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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.
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SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.
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3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.
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AL: Arts and Letters Outcomes

- P** 1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.
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1. Apply analytical skills to social phenomena in order to understand human behavior.
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1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.
3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Outcomes Assessment Strategies:✓ **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

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

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

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

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

PSU (Portland State University)

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

PSU - Span201H: Second-year Spanish Heritage

How does it transfer? (Check all that apply)

general elective

:

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

Other. Please explain.

Course description in PSU catalog aligns with WR124ES.

First term to be offered:

Next available term after approval

:

June 4, 2021

Program	Implementation
Educación infantil y estudios familiares AAS	2021/SU
Educación infantil y estudios familiares CC	2021/SU



COMMUNITY COLLEGE PROGRAM AMENDMENT FORM

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

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

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

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

College:	Clackamas Community College	Date	
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CAREER LEARNING AREA

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

PROGRAM INFORMATION

<u>APPROVED</u> Program Title <small>(For Official Program Title, refer to your directory at http://www.ode.state.or.us/search/results/?id=232)</small>	<u>APPROVED</u> CIP Code (Include 7 th & 8 th digits used for OCCURS reporting.)			<u>APPROVED</u> Recognition Award	Current Credits
	<u>6-digit CIP</u>	<u>7th digit</u>	<u>8th digit</u>		
AAS Title: Educación infantil y estudios familiares AAS.ECEFSES	19.0708			<input checked="" type="checkbox"/> AAS (90-108 credits)	90
Option Title**				<input type="checkbox"/> OPTION to AAS Degree	

TYPE OF PROGRAM AMENDMENT

(Check ALL That Apply)

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

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

CURRICULUM AMENDMENT

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

<i>CURRENT CURRICULUM 20-21</i> [List entire curriculum as last approved]				<i>PROPOSED CURRICULUM 21-22</i> [List only course(s) to be amended]			
Course	Title	Hours	Credits	Course	Course Title	Hours	Credits
1 st Year							
Fall Term							
				ECE-150ES	Introducción a La Educación Infantil y Los Estudios Familiares	44	4
				FYE-101ES	Experiencia de Primer Año (First Year Experience en español)	22	2
				HDF-225ES	Desarrollo de Las Etapas Prenatal, Infantes y de Niños Pequeños	44	4
				WR-124ES	Escritura de ensayos de nivel universitario en español	44	4
Winter Term							
				ECE-121ES	Observación y Orientación I en Educación Temprana	44	4
				ECE-235ES	Nutrición, Música y Movimiento	33	3
				HDF-247ES	Desarrollo y crecimiento en la niñez (3 años de edad hasta 3er grado)	44	4
				MTH-050ES	Matemáticas Técnicas I	44	4
Spring Term							
				ECE-179ES	El Profesional en Educación Infantil	44	4
				ECE-240ES	Ambientes y Planificación Curricular	44	4
				ECE-258ES	Equidad y Diversidad en La Educación Infantil	44	4
				ECE-280ES	Experiencia Laboral Cooperativa	144	4
2 nd Year							
Fall Term							
				ECE-154ES	Desarrollo del Lenguaje y la Alfabetización	44	4
				ECE-221ES	Observación y Orientación II en Educación Temprana	44	4
				ECE-241ES	Ambientes y Planificación Curricular Para Bebés y Niños Pequeños	44	4
				ECE-246ES	Relaciones entre La Escuela, La Familia y La Comunidad	44	4
Winter Term							

				ECE-169ES	Trabajar con Niños con Necesidades Especiales	44	4	
				ECE-239ES	Ayudar a Los niños y Las Familias a Afrontar el Estrés	44	4	
				ECE-254ES	Estrategias de Instrucción para Estudiantes de Dos Idiomas	44	4	
				ECE-291ES	Practicum II	120	4	
Spring Term								
				HDF-260ES	Entender El Abuso y La Negligencia Infantil	33	3	
				ECE-114ES	Matemáticas y Ciencias para Niños Pequeños	44	4	
				ECE-292ES	Practicum III	120	4	
				--	PE/HE	22	2	
TOTAL CURRENT CREDITS:				TOTAL PROPOSED CREDITS:				90

College Contact	Dawn Hendricks	Telephone No.	6158
E-Mail Address		Fax No.	
Chief Academic Officer <i>or</i> PTE Dean Signature		Date	

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

Program Presenter	Dawn Hendricks
Program Department/Division	Education, Human Services, Criminal Justice
Program Type	AAS (Associate of Applied Science, 90- 108 Credits)
If CPCC or Related Cert, list Parent Program	Click to enter text.
Complete Program Title	Educación infantil y estudios familiares
Credit Total	90

Catalog description of new program

Must match description from CCWD CTE Program of Study Application

Click to enter text.

Este programa proporciona una base en los estándares y competencias de preparación de maestros de la primera infancia de NAEYC:

- 1) promoción del desarrollo y el aprendizaje infantil,
- 2) establecimiento de asociaciones familiares y comunitarias,
- 3) observar, documentar y evaluar para apoyar a los niños pequeños y las familias,
- 4) uso de enfoques eficaces en el desarrollo para conectarse con los niños y las familias,
- 5) uso del conocimiento del contenido para desarrollar un plan de estudios significativo,
- 6) convertirse en un profesional.

Los graduados del programa podrán trabajar como maestros de aprendizaje temprano, visitantes domiciliarios y asistentes de aula en entornos K-12.

Similar to an existing program?

Yes. This new A.A.S. program in Spanish is similar to our existing A.A.S. in Early Childhood Education and Family Studies

Program-Level Student Learning Outcomes

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

1. Explicar el desarrollo y aprendizaje de los niños en contexto:
 - (a) demostrar en un entendimiento del período de desarrollo en la niñez temprana, desde el nacimiento hasta los 8 años, en diferentes ámbitos del Desarrollo;
 - (b) trabajar con cada niño como una persona con variaciones del desarrollo únicas.

- (c) resumir como los niños aprenden y se desarrollan dentro de relaciones y dentro de múltiples contextos, lo que incluye a las familias, las culturas, el idioma, las comunidades y la sociedad.
 - (d) usan este conocimiento multidimensional para tomar decisiones basadas en evidencia a fin de cumplir con sus responsabilidades.
2. Promover asociaciones entre las familias y los maestros, y conexiones con la comunidad:
 - (a) Explicar la diversidad en las características de las familias.
 - (b) Usan este entendimiento para crear relaciones respetuosas, sensibles y recíprocas con las familias y para participar con ellas y trabajar de manera conjunta en el desarrollo y en el aprendizaje de los niños pequeños.
 - (c) Usan los recursos comunitarios para respaldar a las familias de los niños y construyen conexiones entre los entornos del aprendizaje en la niñez temprana, las escuelas y las organizaciones, y los organismos de la comunidad.
 3. Practicar evaluación, documentación y observación de los niños.
 - (a) explicar que el objetivo principal de las evaluaciones es orientar la enseñanza y la planificación en entornos de aprendizaje de la niñez temprana.
 - (b) usar la observación, la documentación y otros enfoques y herramientas de evaluación adecuados.
 - (c) utilizar las herramientas de exámenes y evaluaciones con bases éticas y apropiadas desde el punto de vista del desarrollo, la cultura, la capacidad y la lingüística para documentar el progreso del desarrollo y para promover resultados positivos para cada niño.
 - (d) formar asociaciones para las evaluaciones en colaboración con las familias y con colegas profesionales.
 4. Implementar estrategias de enseñanza apropiadas al desarrollo, a la cultura y a la lingüística.
 - (a) demostrar relaciones e interacciones positivas, afectuosas y de apoyo como la base de su trabajo con niños pequeños.
 - (b) comprender y utilizar técnicas de enseñanza que responden a las trayectorias de aprendizaje de los niños pequeños y a las necesidades de cada niño. Los educadores de la niñez temprana
 - (c) usar diversos métodos de enseñanza basados en evidencias, apropiados al desarrollo, y relevantes en cuanto a la cultura y a la lingüística, sin prejuicios, que reflejan los principios del diseño universal de Aprendizaje.
 5. Intregar del contenido académico en el currículo de la niñez temprana.
 - (a) Implementar los conceptos centrales, los métodos y las herramientas de indagación y las estructuras en cada disciplina académica.
 - (b) describir la pedagogía, incluso cómo los niños pequeños aprenden y procesan la información en cada disciplina, las trayectorias de aprendizaje para cada disciplina, y cómo los maestros usan este conocimiento para informar su práctica.
 - (c) Aplicar este conocimiento usando los estándares de aprendizaje de la niñez temprana y otros recursos para tomar decisiones sobre prácticas de enseñanza espontáneas y planificadas, y sobre el desarrollo, la implementación y la evaluación del

currículo para garantizar que el aprendizaje sea estimulante, desafiante y significativo para cada niño.

6. Demostar profesionalismo como educador de la niñez temprana.
 - (a) identificarse y participar como miembros de la profesión de la educación en la niñez temprana. Actuar como defensores informados de los niños pequeños, de las familias de los niños a su cargo y de la profesión de la educación en la niñez temprana.
 - (b) emplear principios éticos y otras pautas profesionales de la niñez temprana.
 - (c) practicar habilidades de comunicación profesionales que apoyan eficazmente sus relaciones y su trabajo con niños, familias y colegas.
 - (d) desarrollar y mantener la práctica reflexiva e intencionada en su trabajo diario con niños pequeños y como miembros de la profesión de la educación en la niñez temprana.

Program-Level Assessment Plan

Just as with our A.A.S. in English, this degree will be accredited by the National Association for the Education of Young Children (NAEYC). As such, we are required to assess and collect data on each of our program learning outcomes annually. The program learning outcomes are assessed in the following courses:

PLO 1: ECE 240 ES

PLO 2: ECE 258 ES

PLO 3: ECE 291 ES

PLO 4: ECE 292 ES

PLO 5: ECE 292 ES

PLO 6: ECE 179 ES

We have a key assessment and rubric for each PLO. The data will be collected and aggregated annually. Reports will be submitted annually to NAEYC and also to the assessment committee.

Related Instruction Courses in the Program

MTH-050ES Matemáticas Técnicas

WR-124ES Composición

PE/HE any two credits

ECE-258ES Equidad y Diversidad en La Educación Infantil

Describe your Marketing plan.

Please see the attached Grow Your Own application, which outlines our marketing plan. Development of marketing materials in Spanish has already begun.

Will there be revenues associated with the new program?

(i.e. bonds, grants, reallocation)

- Yes No

Revenue Source	Amount (\$)	Year/Term
Grow Your Own Teacher pathway	We received a grant for \$102,000 and about 30% of that is going towards development of the Spanish language ECE courses.	1 year prior to program
		1 st year of program
		2 nd year of program
		3 rd year of program

New Courses needed?

- Yes No

Course Title	Credit Hours	Term
Please see the full list of courses in the attached Program Creation list for CCWD.		

New Sections needed?

- Yes No

Additional faculty needed?

- Yes No

	Number	Term
Full-time		

Part-time (Spanish-speaking)	2	Fall, Winter, Spring
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New physical facilities and equipment needed?

Yes No

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

These courses will primarily be offered online. When and if they are offered in a hybrid format, we will be able to utilize the existing space at the Family Resource Center (FRC) where the Early Childhood Education and Family Studies (ECEFS) program is housed.

New Student Services needed?

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

Yes No

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

We are hiring a bilingual advisor who will assist the students with scheduling, registration, etc. We already have a bilingual navigator in place as well as a bilingual counselor.

Other expenses?

Yes No

Division Dean Signature/Date

Department Chair Signature/Date

Dawn Hendricks

Faculty/Program Lead Signature/Date

(optional)



APPLICATION for a NEW PROGRAM
CAREER TECHNICAL EDUCATION (CTE)

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

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

Section 1. College Contact Information

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

Program Contact Person	Dawn Hendricks
Title	Faculty, Early Childhood Education and Family Studies
Department, Division	Education, Human Services and Criminal Justice
Mailing Address	19600 Molalla Ave.
City, State Zip Code	Oregon City, OR 97045
Phone	503-594-6158
Fax	
E-Mail	Dawn.hendricks@clackamas.edu

Section 2. Program Award Information

Name of Proposed Program	Educación infantil y estudios familiares
---------------------------------	--

	Type of Program (Check all that apply if the programs are related)	Total Credits
✓		
x	Associate of Applied Science (AAS) Degree	90
	Associate of Applied Science Degree, Option (An option is a specialized area within a base AAS. Must maintain 70% of common credits with base AAS)	
	Certificate of Completion	

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

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

	Business & Management
	Health Services
x	Human Resources
	Industrial & Engineering Systems

EII Education Specialist	
Name	
Phone	
E-Mail	

Proposed Program Implementation Date	Fall 2021
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CIP Code		CIP Title	
CIP Narrative Description			

Program Summary
<p>Este programa proporciona una base en los estándares y competencias de preparación de maestros de la primera infancia de NAEYC:</p> <ol style="list-style-type: none"> 1) promoción del desarrollo y el aprendizaje infantil, 2) establecimiento de asociaciones familiares y comunitarias, 3) observar, documentar y evaluar para apoyar a los niños pequeños y las familias, 4) uso de enfoques eficaces en el desarrollo para conectarse con los niños y las familias, 5) uso del conocimiento del contenido para desarrollar un plan de estudios significativo, 6) convertirse en un profesional. <p>Los graduados del programa podrán trabajar como maestros de aprendizaje temprano, visitantes domiciliarios y asistentes de aula en entornos K-12.</p>

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

Section 3. Program Approval Standards

Standard A
<i>Need: The community college provides clear evidence of the need for the program.</i>
Program Highlights

In Clackamas County, there is a lack of diverse educators who reflect the demographics of our community and a need to increase the linguistic and cultural diversity of our teaching workforce. A clear and supportive pathway is essential to encourage community members to become teachers in order for Oregon to successfully reach our 40/40/20 goals.

The disparities in our teacher workforce are most apparent for our LatinX students, currently only 4% of educators in our county are Hispanic/Latino compared to 9% of Clackamas County residents. A recent 2020 community assessment conducted by the Clackamas Early Learning HUB found that 16% of children 5-17 speak a language other than English and 59% of those speak Spanish. When surveying the ECE state and federally funded programs in Clackamas County, 20% of the children served in the birth-5-year-old programs are Spanish-speakers. Furthermore, Clackamas County is considered a “child care desert” in regards to having spots where Spanish-speaking families can send their young children for care and education in their home language.

Creation of a Spanish language ECE program will enable our bilingual students to successfully complete teacher preparation in their primary language whether it is English or Spanish thus providing high quality early childhood education programs for bilingual children and families in our local area.

Standard B

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

Program Highlights

As part of our approved Grow Your Own Teacher Pathway grant, which was awarded in January 2021, we collaborated with community partners to encourage meaningful, sustained involvement and reach those constituencies who will best be served by this program. Our partners, who signed letters of support, are as follows:

Clackamas Workforce Partnership, Clackamas County Children’s Commission, Canby High School, Molalla High School, West-Linn Wilsonville School District

We will focus on the needs of our rural partners in our service area who struggle with filling open positions. Providing local candidates access to teacher education programs located within the community they wish to teach in. Additionally, focusing our program on our local high school Educational Partnerships will help diverse students who reflect the demographics of our local service area more easily navigate teacher preparation programs close to the communities they will serve in the future. This allows for future educators to work as Education Support Personnel in local districts while completing their teacher education programs. This “earn and learn” model removes financial barriers for future diverse educators and provides networking opportunities that lead to future teaching positions. A fully complete pipeline from high school to community college to university while working in local school districts supports traditionally underserved diverse teaching candidates financially and academically within the communities they will serve in the future.

Additionally, we have partnerships with the Early Learning HUB of Marion/Polk Count, HUB of Clackamas County, and the Child Care Resource and Referral agencies in Clackamas and Washington County. These agencies have a high number of Spanish-speaking early learning providers and have expressed great interest in our A.A.S. in Spanish in Early Childhood Education and Family Studies.

Standard C

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

Program Highlights

This project aligns with ODE’s Equity Lens and Equity initiatives by specifically addressing the English Learner Initiative and Latino Student Success Act. The activities outlined below support these by creating resources and support designed to strengthen and diversify our teacher workforce by developing a fully bilingual / Spanish language ECE program.

There is documented lack of child care workers to provide quality care and education for children from birth-five years ago. As Oregon has sought to increase the care and education for children who are linguistically and culturally diverse, the need to educate potential teachers in a language other than English has also increased. By providing a pathway to a degree in Spanish, we are providing access to college to a population of Oregonians not previously served in our institutions of higher education. There are several other community colleges that provide coursework in Spanish in early childhood education and family studies, but none that provides their entire A.A.S. degree in Spanish in ECE. This will be the first of its kind in Oregon and one of the first in the nation.

Many of these future students may choose to continue their educational pathway and transfer to a university to pursue licensure at the K-12 level. This will also help create a dedicated Diverse Educator Pathway program with advising, outreach, and marketing materials to guide incoming community college students and employees from local school districts who wish to become licensed teachers in our service district/their local community.

Standard D

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

Program Highlights

This A.A.S. in Early Childhood Education and Family Studies will prepare Spanish-speaking students to work with young children from birth through age 8. Because our Early Childhood Education and Family Studies program is nationally accredited through, the National Association for the Education of Young Children (NAEYC), our program learning outcomes ensure that students have the knowledge, skills and abilities needed to successfully teach our youngest learners. Further, each student will be assessed and provided feedback on how they are doing to meet these program learning outcomes. Formative assessment will be used so that students have opportunities to learn, assimilate new information and engage in a cycle of continuous improvement.

Throughout the sequence of coursework, experiential learning opportunities are built into the program. Students will have the opportunity to first observe and learn then practice the proficiencies and skills needed to work in an early learning classroom. There are three practicum (Cooperative Work Experience) courses in the program in which students will design and implement lesson plans, observe and evaluate children’s development and learning, partner with families to support learning at school and at home, and engage in other activities typical of an early learning teacher.

Standard E

Capacity: The community college identifies and has the resources to develop, implement, and sustain the program.

Program Highlights

The full-time faculty member in the Early Childhood Education and Family Studies program, Dr. Dawn Hendricks, is bilingual Spanish/English, and is overseeing the development of the A.A.S. in Spanish. She has developed ten of the courses in Spanish for the new program and is guiding and reviewing development of the remaining courses by the part-time faculty members.

Three part-time faculty members were recruited and hired to assist with the development of the courses. Between the three new part-time faculty members, they are developing the remaining ten ECE specific courses in Spanish. A Math 50 course already existed in Spanish (which is for the computation related instruction skills) and a WR 121 course is being developed in Spanish as well.

We have two members of the ECE Advisory Committee who speak Spanish and will be reviewing content of the courses. They will also be able to provide guidance and support to the program moving forward.

We have support services in Spanish in place as well. The college has recently hired a bilingual Spanish/English navigator to assist students, particularly first-generation students and students of color, with matriculating into the college. Additionally, the college is in the process of hiring a bilingual advisor to work specifically with the education and early childhood education students. There is also a Spanish-speaking counselor available for students as needed.

Section 4. Proposed Curriculum

PROPOSED CURRICULUM

[List in a Defined Sequence of Courses Format,
e.g., Quarter-to-quarter mapping]

Course Number	Course Title	Clock Hours	Credits
Fall Term 1			
ECE-150ES	Introducción a La Educación Infantil y Los Estudios Familiares	44	4
FYE-101ES	Experiencia de Primer Año (First Year Experience en español)	22	2
HDF-225ES	Desarrollo de Las Etapas Prenatal, Infantes y de Niños Pequeños	44	4
WR-124ES	Escritura de ensayos de nivel universitario en español	44	4
Winter Term 2			
ECE-121ES	Observación y Orientación I en Educación Temprana	44	4
ECE-235ES	Nutrición, Música y Movimiento	33	3
HDF-247ES	Desarrollo y crecimiento en la niñez (3 años de edad hasta 3er grado)	44	4
MTH-050ES	Matemáticas Técnicas I	44	4
Spring Term 3			
ECE-179ES	El Profesional en Educación Infantil	44	4
ECE-240ES	Ambientes y Planificación Curricular	44	4

ECE-258ES	Equidad y Diversidad en La Educación Infantil	44	4
ECE-280ES	Experiencia Laboral Cooperativa	144	4
Fall Term 4			
ECE-154ES	Desarrollo del Lenguaje y la Alfabetización	44	4
ECE-221ES	Observación y Orientación II en Educación Temprana	44	4
ECE-241ES	Ambientes y Planificación Curricular Para Bebés y Niños Pequeños	44	4
ECE-246ES	Relaciones entre la escuela, la familia y la comunidad	44	4
Winter Term 5			
ECE-169ES	Trabajar con Niños con Necesidades Especiales	44	4
ECE-239ES	Ayudar a Los niños y Las Familias a Afrontar el Estrés	44	4
ECE-254ES	Estrategias de Instrucción para Estudiantes de Dos Idiomas	44	4
ECE-291ES	Practicum II	120	4
Spring Term 6			
ECE-114ES	Matemáticas y Ciencias para Niños Pequeños	44	4
ECE-292ES	Practicum III	120	4
HDF-260ES	Entender El Abuso y La Negligencia Infantil	33	3
PE/HE		22	2
TOTAL PROPOSED CREDITS:			90

Section 5. Assurances and Signature

College Authority Signature

(Applications must be signed by the chief academic officer or the president)

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

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

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

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

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

Signature

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



COMMUNITY COLLEGE PROGRAM AMENDMENT FORM

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

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

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

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

College:	Clackamas Community College	Date	
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CAREER LEARNING AREA

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

PROGRAM INFORMATION

<u>APPROVED</u> Program Title <small>(For Official Program Title, refer to your directory at http://www.ode.state.or.us/search/results/?id=232)</small>	<u>APPROVED</u> CIP Code <small>(Include 7th & 8th digits used for OCCURS reporting.)</small>			<u>APPROVED</u> Recognition Award	Current Credits
	<u>6-digit CIP</u>	<u>7th digit</u>	<u>8th digit</u>		
AAS Title:				<input checked="" type="checkbox"/> AAS (90-108 credits)	
Option Title**				<input type="checkbox"/> OPTION to AAS Degree	
Certificates: Educación infantil y estudios familiares CC.ECEFSSES	19.0708			<input type="checkbox"/> Certificate of Completion	45

TYPE OF PROGRAM AMENDMENT

(Check ALL That Apply)

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

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

CURRICULUM AMENDMENT

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

<i>CURRENT CURRICULUM 20-21</i> [List entire curriculum as last approved]				<i>PROPOSED CURRICULUM 21-22</i> [List only course(s) to be amended]			
Course	Title	Hours	Credits	Course	Course Title	Hours	Credits
Fall Term							
				ECE-150ES	Introducción a La Educación Infantil y Los Estudios Familiares	44	4
				FYE-101ES	Experiencia de Primer Año (First Year Experience en español)	22	2
				HDF-225ES	Desarrollo de Las Etapas Prenatal, Infantes y de Niños Pequeños	44	4
				WR-124ES	Escritura de ensayos de nivel universitario en español	44	4
Winter Term							
				ECE-121ES	Observación y Orientación I en Educación Temprana	44	4
				ECE-235ES	Nutrición, Música y Movimiento	33	3
				HDF-247ES	Desarrollo y crecimiento en la niñez (3 años de edad hasta 3er grado)	44	4
				MTH-050ES	Matemáticas Técnicas I	44	4
Spring Term							
				ECE-179ES	El Profesional en Educación Infantil	44	4
				ECE-240ES	Ambientes y Planificación Curricular	44	4
				ECE-258ES	Equidad y Diversidad en La Educación Infantil	44	4
				ECE-280ES	Experiencia Laboral Cooperativa	144	4
TOTAL CURRENT CREDITS:				TOTAL PROPOSED CREDITS:			
				45			

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

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

Program Presenter	Dawn Hendricks
Program Department/Division	Education, Human Services, Criminal Justice
Program Type	CC1 (Certificate, 45-60 Credits)
If CPCC or Related Cert, list Parent Program	Click to enter text.
Complete Program Title	Educación infantil y estudios familiares
Credit Total	45

Catalog description of new program

Must match description from CCWD CTE Program of Study Application

Click to enter text.

Este programa proporciona una introducción a los estándares y competencias de preparación de maestros de la primera infancia de NAEYC:

- 1) promoción del desarrollo y el aprendizaje infantil,
- 2) establecimiento de asociaciones familiares y comunitarias,
- 3) observar, documentar y evaluar para apoyar a los niños pequeños y las familias,
- 4) uso de enfoques eficaces en el desarrollo para conectarse con los niños y las familias,
- 5) uso del conocimiento del contenido para desarrollar un plan de estudios significativo,
- 6) convertirse en un profesional.

Los graduados del programa podrán trabajar como asistentes de maestros de aprendizaje temprano y proveedores del cuidado familiar.

Similar to an existing program?

Yes. This new certificate in Spanish is similar to our existing certificate in Early Childhood Education and Family Studies

Program-Level Student Learning Outcomes

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

1. explicar el desarrollo y aprendizaje de los niños en contexto,
2. promover asociaciones entre las familias y los maestros, y conexiones con la comunidad,
3. practicar evaluación, documentación y observación de los niños,
4. implementar strategies de enseñanza apropiadas al desarrollo, a la cultura y a la lingüística,
5. integrar del contenido académico en el currículo de la niñez temprana, y
6. demostrar profesionalismo como educador de la niñez temprana.

Program-Level Assessment Plan

The program learning outcomes are assessed in the following courses:

PLO 1: ECE 240 ES

PLO 2: ECE 258 ES

PLO 3: ECE 121 ES

PLO 4: ECE 280 ES

PLO 5: ECE 240 ES

PLO 6: ECE 179 ES

We have an assessment and rubric for each PLO. The data will be collected and aggregated annually and submitted to the assessment committee.

Related Instruction Courses in the Program

MTH-050ES Matemáticas Técnicas

WR-124ES Composición

ECE-258ES Equidad y Diversidad en La Educación Infantil

Describe your Marketing plan.

Please see the attached Grow Your Own application, which outlines our marketing plan. Development of marketing materials in Spanish has already begun.

Will there be revenues associated with the new program?

(i.e. bonds, grants, reallocation)

- Yes No

Revenue Source	Amount (\$)	Year/Term
Grow Your Own Teacher pathway	We received a grant for \$102,000 and about 30% of that is going towards development of the Spanish language ECE courses.	1 year prior to program
		1 st year of program
		2 nd year of program
		3 rd year of program

New Courses needed?

- Yes No

Course Title	Credit Hours	Term
Please see the full list of courses in the attached Program Creation list for CCWD.		

New Sections needed?

- Yes No

Additional faculty needed?

- Yes No

	Number	Term
Full-time		

Part-time (Spanish-speaking)	2	Fall, Winter, Spring
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New physical facilities and equipment needed?

Yes No

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

These courses will primarily be offered online. When and if they are offered in a hybrid format, we will be able to utilize the existing space at the Family Resource Center (FRC) where the Early Childhood Education and Family Studies (ECEFS) program is housed.

New Student Services needed?

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

Yes No

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

We are hiring a bilingual advisor who will assist the students with scheduling, registration, etc. We already have a bilingual navigator in place as well as a bilingual counselor.

Other expenses?

Yes No

Division Dean Signature/Date

Department Chair Signature/Date

Dawn Hendricks

Faculty/Program Lead Signature/Date

(optional)



APPLICATION for a NEW PROGRAM
CAREER TECHNICAL EDUCATION (CTE)

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

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

Section 1. College Contact Information

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

Program Contact Person	Dawn Hendricks
Title	Faculty, Early Childhood Education and Family Studies
Department, Division	Education, Human Services and Criminal Justice
Mailing Address	19600 Molalla Ave.
City, State Zip Code	Oregon City, OR 97045
Phone	503-594-6158
Fax	
E-Mail	Dawn.hendricks@clackamas.edu

Section 2. Program Award Information

Name of Proposed Program	Educación infantil y estudios familiares
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	Type of Program (Check all that apply if the programs are related)	Total Credits
✓	Associate of Applied Science (AAS) Degree	
	Associate of Applied Science Degree, Option (An option is a specialized area within a base AAS. Must maintain 70% of common credits with base AAS)	
x	Certificate of Completion	45

	Business and Industry-based Program (privately-contracted, closed enrollment)
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	Career Area (please check the appropriate area)
✓	Agriculture, Food & Natural Resources Systems
	Arts, Information & Communications

	Business & Management
	Health Services
x	Human Resources
	Industrial & Engineering Systems

EII Education Specialist	
Name	
Phone	
E-Mail	

Proposed Program Implementation Date	Fall 2021
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CIP Code		CIP Title	
CIP Narrative Description			

Program Summary
<p>Este certificado proporciona una introducción a los estándares y competencias de preparación de maestros de la primera infancia de NAEYC:</p> <ol style="list-style-type: none"> 1) promoción del desarrollo y el aprendizaje infantil, 2) establecimiento de asociaciones familiares y comunitarias, 3) observar, documentar y evaluar para apoyar a los niños pequeños y las familias, 4) uso de enfoques eficaces en el desarrollo para conectarse con los niños y las familias, 5) uso del conocimiento del contenido para desarrollar un plan de estudios significativo, 6) convertirse en un profesional. <p>Los graduados del programa podrán trabajar como asistentes de maestros de aprendizaje temprano y proveedores del cuidado familiar.</p>

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

Section 3. Program Approval Standards

Standard A
<i>Need: The community college provides clear evidence of the need for the program.</i>
Program Highlights

In Clackamas County, there is a lack of diverse educators who reflect the demographics of our community and a need to increase the linguistic and cultural diversity of our teaching workforce. A clear and supportive pathway is essential to encourage community members to become teachers in order for Oregon to successfully reach our 40/40/20 goals.

The disparities in our teacher workforce are most apparent for our LatinX students, currently only 4% of educators in our county are Hispanic/Latino compared to 9% of Clackamas County residents. A recent 2020 community assessment conducted by the Clackamas Early Learning HUB found that 16% of children 5-17 speak a language other than English and 59% of those speak Spanish. When surveying the ECE state and federally funded programs in Clackamas County, 20% of the children served in the birth-5-year-old programs are Spanish-speakers. Furthermore, Clackamas County is considered a “child care desert” in regards to having spots where Spanish-speaking families can send their young children for care and education in their home language.

Creation of a Spanish language ECE program will enable our bilingual students to successfully complete teacher preparation in their primary language whether it is English or Spanish thus providing high quality early childhood education programs for bilingual children and families in our local area.

Standard B

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

Program Highlights

As part of our approved Grow Your Own Teacher Pathway grant, which was awarded in January 2021, we collaborated with community partners to encourage meaningful, sustained involvement and reach those constituencies who will best be served by this program. Our partners, who signed letters of support, are as follows:

Clackamas Workforce Partnership, Clackamas County Children’s Commission, Canby High School, Molalla High School, West-Linn Wilsonville School District

We will focus on the needs of our rural partners in our service area who struggle with filling open positions. Providing local candidates access to teacher education programs located within the community they wish to teach in. Additionally, focusing our program on our local high school Educational Partnerships will help diverse students who reflect the demographics of our local service area more easily navigate teacher preparation programs close to the communities they will serve in the future. This allows for future educators to work as Education Support Personnel in local districts while completing their teacher education programs. This “earn and learn” model removes financial barriers for future diverse educators and provides networking opportunities that lead to future teaching positions. A fully complete pipeline from high school to community college to university while working in local school districts supports traditionally underserved diverse teaching candidates financially and academically within the communities they will serve in the future.

Additionally, we have partnerships with the Early Learning HUB of Marion/Polk Count, HUB of Clackamas County, and the Child Care Resource and Referral agencies in Clackamas and Washington County. These agencies have a high number of Spanish-speaking early learning providers and have expressed great interest in our A.A.S. in Spanish in Early Childhood Education and Family Studies.

Standard C

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

Program Highlights

This project aligns with ODE's Equity Lens and Equity initiatives by specifically addressing the English Learner Initiative and Latino Student Success Act. The activities outlined below support these by creating resources and support designed to strengthen and diversify our teacher workforce by developing a Spanish language ECE program.

Creation of a Spanish language ECE program will enable our bilingual students to successfully complete teacher preparation in their primary language whether it is English or Spanish thus providing high quality early childhood education programs for bilingual children and families in our local area.

As Oregon has sought to increase the care and education for children who are linguistically and culturally diverse, the need to educate potential teachers in a language other than English has also increased. By providing a pathway to a one year certificate in Spanish, we are providing access to college to a population of Oregonians not previously served in our institutions of higher education.

Providing quality child care is fundamental to supporting our workforce in all areas. When parents have access to quality, responsive care that is inclusive of their home language and culture, they are more likely to participate in the workforce and thus support the local economy.

Standard D

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

Program Highlights

This 45 credit certificate in Early Childhood Education and Family Studies will prepare Spanish-speaking students to work with young children from birth through age 8 in entry level positions. Our program learning outcomes ensure that students have the introductory knowledge, skills and abilities needed to successfully assist in teaching our youngest learners. Further, each student will be assessed and provided feedback on how they are doing to meet these program learning outcomes. Formative assessment will be used so that students have opportunities to learn, assimilate new information and engage in a cycle of continuous improvement.

Throughout the sequence of coursework, experiential learning opportunities are built into the program. Students will have the opportunity to first observe and learn then practice the proficiencies and skills needed to work in an early learning classroom. There is one Cooperative Work Experience course for 3 credits where students will have the opportunity to observe young children, interact with them, take on the role as a classroom aide and engage in other activities typical of an early learning assistant.

Standard E

Capacity: The community college identifies and has the resources to develop, implement, and sustain the program.

Program Highlights

The full-time faculty member in the Early Childhood Education and Family Studies program, Dr. Dawn Hendricks, is bilingual Spanish/English, and is overseeing the development of the A.A.S. in Spanish. She has developed five of the courses in Spanish for the certificate and is guiding and reviewing development of the remaining courses by the part-time faculty members.

Three part-time faculty members were recruited and hired to assist with the development of the courses. A Math 50 course already existed in Spanish (which is for the computation related instruction skills) and a WR 121 course is being developed in Spanish as well.

We have two members of the ECE Advisory Committee who speak Spanish and will be reviewing content of the courses. They will also be able to provide guidance and support to the program moving forward.

We have support services in Spanish in place as well. The college has recently hired a bilingual Spanish/English navigator to assist students, particularly first-generation students and students of color, with matriculating into the college. Additionally, the college is in the process of hiring a bilingual advisor to work specifically with the education and early childhood education students. There is also a Spanish-speaking counselor available for students as needed.

Section 4. Proposed Curriculum

PROPOSED CURRICULUM [List in a Defined Sequence of Courses Format, e.g., Quarter-to-quarter mapping]			
Course Number	Course Title	Clock Hours	Credits
Fall Term 1			
WR 124 ES	Composición	44	4
FYE 101 ES	Experiencia de Primer Año	22	2
HDF 225 ES	Desarrollo de Las Etapas Prenatal, Infantes y de Niños Pequeños	44	4
ECE 150 ES	Introducción a La Educación Infantil y Los Estudios Familiares	44	4
Winter Term 2			
MTH 50 ES	Matemáticas Técnicas	44	4
HDF 247 ES	Desarrollo y Crecimiento en La Ninez	44	4
ECE 235 ES	Nutrición, Música y Movimiento	33	3
ECE 121 ES	Observación y Orientación I en Educación Temprana	44	4
Spring Term 3			
ECE 258 ES	Equidad y Diversidad en La Educación Infantil	44	4
ECE 240 ES	Ambientes y Planificación Curricular	44	4
ECE 280 ES	Experiencia Laboral Cooperativa	140	4
ECE 179 ES	El Profesional en Educación Infantil	44	4
TOTAL PROPOSED CREDITS:			45

Section 5. Assurances and Signature

College Authority Signature

(Applications must be signed by the chief academic officer or the president)

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

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

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

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

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

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