

	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. Course Inactivations a. UG-113, 123, 221 b. New Course a. BA-230 b. CJA-216 c. Program Learning Outcomes a. Welding Technology AAS d. Program Amendments a. AAS Early Childhood Education & Family Studies b. AAS DMC	Megan Feagles (for Shelly Tracy) Bev Forney Sharron Furno John Phelps Dawn Hendricks Nora Brodnicki	Approval/22.SU Approval/22.WI Approval/22.WI Info/22.SU Approval/22.SU Approval/22.SU
5. Old Business a. Review Teams/Sub-Committees Process Sharing b. Check-In Gen Ed Sub-Committee c. Check-In Course Review Guidebook Sub-Committee d. Vote on Revised Charter	Team Leads Team Lead Team Lead Chair	Info Info Info Approval
6. New Business a.		
7. Closing Comments a.		

Present: ASG Representative (Kari Schumacher), Nora Brodnicki, Rick Carino, Elizabeth Carney, Amanda Coffey, Jeff Ennenga, Megan Feagles (Recorder), Sharron Furno, Sue Goff, Shalee Hodgson, Kerrie Hughes (Alternate Chair), Jason Kovac, Kara Leonard, Alice Lewis, Mike Mattson, Patricia McFarland, Tracy Nelson, Scot Pruyn (Chair), Lisa Reynolds, Cynthia Risan, Charles Siegfried, Tara Sprehe, Sarah Steidl, Dru Urbassik, Andrea Vergun, Helen Wand, Jim Wentworth-Plato

Guests: James Bryant-Trerise, Joan San-Claire, MaryJean Williams

Absent: Dustin Bare, George Burgess, Eden Francis, Dawn Hendricks, David Plotkin, Terrie Sanne, Casey Sims

1. Welcome & Introductions

- a. Scot Pruyn presented
 - i. Brief PowerPoint/overview of Curriculum Committee mission statement, charter, and culture
 - ii. PowerPoint is posted on the Curriculum Committee website under Additional Documents
- b. New Curriculum Management System
 - i. Dru Urbassik presented
 1. Part of the project is on hold due to the pandemic and finishing up the online catalog.
 2. Hoping to get a new timeline from the vendor in the next few weeks.

2. Approval of Minutes

- a. Approval of the June 4, 2021 minutes
Motion to approve, approved

3. Consent Agenda

- a. Course Number Changes
- b. Course Title Change
- c. Reviewed Outlines for Approval
Motion to approve, approved

4. Course and Program Approvals

- a. **Program Learning Outcomes**
 - i. Accounting AAS, Accounting Clerk CC
 1. Joan San-Claire presented
 2. Reflecting changes from amendments and evolutions in the field of accounting.

5. Old Business

- a. **Courses Due and Overdue for Review**
 - i. Courses that haven't been reviewed since the 15-16 year are due for review.
 - ii. The list is posted under Additional Documents and is updated frequently.
 - iii. Link will be sent out in the approval email after the meeting today.
- b. **Courses Scheduled for Inactivation on 6/30/22**
 - i. This is the second of three notices about courses scheduled for inactivation on 6/30/2022
 1. First brought to Curriculum Committee (and emailed to department chairs/admins) at the March 5, 2021 meeting
 - ii. These are courses that haven't been offered since 2019/SP. Including new courses that have never been offered (unless it's a recent new course)
 - iii. To prevent inactivation, the course must be offered during the 21-22 year, OR JUST ASK US NOT TO INACTIVATE IT.
 - iv. The list is posted under Additional Documents and is updated frequently.
 - v. Third reminder will be in January
 - vi. Link will be sent out in the approval email after the meeting today.
- c. **Review Membership Vacancy**
 - i. Scot Pruyn presented
 1. Deans are responsible for membership in their area.
- d. **Cultural Literacy Gen Ed**
 - i. Scot Pruyn presented
 - ii. James Bryant-Trerise presented

1. New process for reviewing courses for Gen Ed Certification
2. What's the standard? What is enough for Curriculum Committee to approve a course as gen ed certified?
3. Should we start requiring the form for courses seeking Cultural Literacy certification this year?
4. The form could be adapted to any of the Gen Ed areas. Should we expand it to other areas this year?
5. How are we supporting faculty who are filling out this form?
6. Gen Ed Sub-Committee: Lisa Reynolds (lead), Elizabeth Carney, Nora Brodnicki, Sharron Furno.

6. New Business

a. Associate Faculty Roles

- i. MaryJean Williams presented
 1. It can be difficult to recruit associate faculty to do this work, but they bring a valuable point of view to Curriculum Committee topics.
 2. The College has limited resources to support faculty to do this kind of work
 3. It was suggested that the Committee have at least one Associate Faculty from each Division
 - a. Jason suggested that the Budget implications might make it so this is not a Curriculum Committee decision.
 4. Bring back for the October 15th meeting.

b. Review Teams/Sub-Committee process sharing

- i. Scot Pruyn presented
- ii. Team leads to come back next meeting to briefly share their processes.

c. Course Revision Guidebook

- i. Scot Pruyn presented
 1. There are non-system topics that we could start updating now
 2. Sub-Committee Volunteers: Elizabeth Carney (lead)

d. Meeting Format Moving Forward

- i. Scot Pruyn presented
 1. Still online for Fall Term
 2. There is a strong preference for an online meeting, even if the College moves back to face-to-face. More efficient, better turnout, easier to see the documents online.

7. Closing Comments

- a.

-Meeting Adjourned-

Next Meeting: October 15, 2021 (8-9:30am)

1. Course Title Change

Course	Current Title	Proposed Title

2. Course Number Change

Course	Title	Proposed Course Number

3. Outlines Reviewed for Approval

Course	Title	Implementation
ASC-175	Integrated Science Inquiry	2022/WI
BA-103	Business Strategies for Computer Consultants	2022/WI
BA-208	Employee and Labor Relations	2022/WI
BI-175	Integrated Science Inquiry	2022/WI
CJA-213	Interview & Interrogation	2022/WI
FRP-212	Wildfire Power Saws (S-212)	2022/WI
HST-280	History/CWE	2022/WI
PS-280	Political Science/CWE	2022/WI
R-280	Religion/CWE	2022/WI

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: Polly

Last Name: Schulz

Phone: 3358

Email: pollys

Course Prefix and Number: ASC - 175

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: Integrated Science Inquiry

Course Description:

An introductory laboratory course for liberal arts majors emphasizing an evolutionary approach to major topics in science through the use of integrated themes. The themes focus on the scientific discoveries and people that shape our understanding of the world. The course emphasizes an interdisciplinary perspective on science, collaborative scientific investigations and critical thinking. Themes have included: Evolution: the Idea that Shocked the World, the People and Animals of Africa, and the Lewis and Clark Expedition.

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:

✓ **Science & Computer Science**

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: ASC-175L

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

Yes

Recommendations: WRD-098 or placement in WR-121

Requirements:

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Fall**

Is this course equivalent to another?

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

Yes

Course Number: BI-175 Title: Integrated Science Inquiry

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate the ability to communicate and comprehend basic scientific principles and concepts important to an understanding of major ideas in science; (SC1)
 2. describe the fundamental concepts of evolutionary biology and its role in shaping current scientific knowledge; (SC3)
 3. critically evaluate and apply the key concepts of evolutionary biology to everyday problems, present possible solutions and generate further questions; (SC1)
 4. demonstrate an ability to work individually and collaboratively to identify scientific resources, gather scientific information, critically analyze scientific information, explore ideas and present complex scientific issues;(SC2)
 5. apply scientific and technical modes of inquiry to gather and critically evaluate information about various topics important to science and society; (SC2)
 6. explore the limitations and consequences of the science and its impact on human society. (SC3)
-

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:

- 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

- 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

- 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

- 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

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

Outcomes Assessment Strategies:✓ **General Examination**✓ **Writing Assignments**✓ **Presentations**✓ **Multiple Choice Test**✓ **Rubrics**✓ **Journal Writing**

:

Major Topic Outline:

Major Topic Outline: (May vary slightly with theme)

1. What is science?
 - a. A critical look at the limitations and strengths of science to explain the natural world.
 - b. Examine the impact of past discoveries and social influences on new scientific discoveries.
2. Where did life come from?
 - a. Critical analysis of the evidence to support various scientific hypotheses on the origins of life on earth.
 - b. Examination of the technology and methods used to date the earth and its fossils.
 - c. Exploring what it means to be alive and the importance of the cell theory.
 - d. The theory of Endosymbiosis and a critical evaluation of the evidence supporting it.
3. The Tree of life.
 - a. A historical look at classification schemes and their influence of naming species.
 - b. Homologous structures and the evidence for common descent.
4. Natural selection, sexual selection and genetic drift.
 - a. Exploring the role of the environment and mate selection in shaping populations over time.
 - b. Investigating the role of isolation and randomness in shaping populations over time.
5. Modern evolution.
 - a. An in depth analysis of evidence supporting current scientific hypotheses on the origins and evolution of new species.
 - b. An investigation of the mechanisms of evolution and their application to the evolution of complex structures.
 - c. Exploring Hox genes and their role in explaining the evolution of animal body plans.
 - d. Examination of the evolution of complex behaviors in animals and the evidence to support current scientific explanations.
6. Impact of technology on modern science.
 - a. Student based inquiry using protein analysis to trace evolutionary relationships between species.
7. Society and Science.
 - a. A historical look at the impact of the theory of evolution on science and society.
 - b. Critical examination of the role of religion and societal beliefs in shaping science and/or science curriculum in modern society.
 - c. Critical evaluation of the limitations and misuse of science as exemplified by Social Darwinism and the eugenics movement.
8. Inquiry based investigations and presentations.
 - a. Practical application of course concepts in examining current scientific knowledge as outlined in the course theme, i.e. Missing links—exploration of the evidence for evolution; The Tribes of Africa or other selected theme topics.

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)**

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

PSU--ASC 200

UO Maps to BI-130

OSU Transfer as General education science class with lab.

How does it transfer? (Check all that apply)

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

:

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

- Correspondence with receiving institution (mail, fax, email, etc.)**
 Other. Please explain.

Existing course. Already transfers.

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: **Debra**

Last Name: **Carino**

Phone: **3170**

Email: **dcarino**

Course Prefix and Number: BA - 103

Credits: 3

Contact hours

Lecture (# of hours): 33

Lec/lab (# of hours):

Lab (# of hours):

Total course hours: 33

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

Course Title: Business Strategies for Computer Consultants

Course Description:

Class introduces the procedures for establishing and developing a successful consulting business in computer-related services including web development, network support, and computer support.

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): 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?

✓ 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. discuss the nature of the working environment for computer/technology and network consultants,
2. create a computer consulting business including the components of licensing, marketing, production, and finance;
3. identify personal characteristics that are common among successful consultants,
4. determine the elements that enter into a successful pricing strategy,
5. develop and implement a successful marketing plan,
6. understand the importance of establishing business relationships and using support services,
7. identify effective and ineffective strategies and practices of consulting,
8. manage the client relationship to insure satisfaction and repeat business,
9. identify strategies for growing a consulting business.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. The practice of computer and network consulting.
2. Finding your market and service niche.
3. Setting up and structuring your practice.
4. Incorporating and protecting yourself.
5. Marketing and selling your services.
6. Pricing your services.
7. The seven-step process for pricing.
8. Successfully marketing to the government.
9. Contracts, negotiations, and brokers.
10. Additional profit centers.

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: **Michael**
Last Name: **Moiso**
Phone: **3470**
Email: **mikem**

Course Prefix and Number: BA - 208

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: Employee and Labor Relations

Course Description:

Provides a legal and historical overview of employee and labor relations in both union and non-union environments. Presents a realistic picture of collective bargaining and labor relations situations and highlights contemporary issues in employee relations, unions, bargaining units, and employee group representation.

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): Human Resource Management 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**

✓ **Winter**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. describe the major historical events in the evolution of American labor unions and explain the significant laws and court cases impacting labor relations in America,
2. describe in detail the collective bargaining process, as well as the organizing process and related strategies;
3. describe the main negotiating models used in collective bargaining, and develop a basic negotiating strategy for collective bargaining,
4. describe the costs of labor contracts, including wage and salary issues, employee benefit costs, and job security and seniority costs;
5. describe common unfair labor practices and the National Labor Relation Board's role in enforcement of labor laws,
6. describe grievance and discipline processes in union and non-union environments, including arbitration;
7. apply principles and exceptions to employment-at-will.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Labor relations overview.
 - a. Introduction to labor relations.
 - b. Private sector labor relations history and law.
 - c. Public sector labor relations history and law.
2. The collective bargaining process.
 - a. Establishing a bargaining unit and the organizing campaign.
 - b. Negotiation models, strategies, and tactics.
 - c. Negotiating a collective bargaining agreement.
3. Cost of labor contracts.
 - a. Wage and salary issues.
 - b. Employee benefits.
 - c. Job security and seniority.
4. Labor relations process in action.
 - a. Unfair labor practices and contract enforcement.
 - b. Grievance and disciplinary procedures.
 - c. The arbitration process.
5. Employment at will concept and application in union and non-union environments.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

How does it transfer? (Check all that apply)

- ✓ required or support for major

:

First term to be offered:

Next available term after approval

:

Clackamas Community College

Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Sciences

Submitter

First Name: Polly
Last Name: Schulz
Phone: 3358
Email: pollys

Course Prefix and Number: BI - 175

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: Integrated Science Inquiry

Course Description:

An introductory laboratory course for liberal arts majors emphasizing an evolutionary approach to major topics in science through the use of integrated themes. The themes focus on the scientific discoveries and people that shape our understanding of the world. The course emphasizes an interdisciplinary perspective on science, collaborative scientific investigations and critical thinking. Themes have included: Evolution: the Idea that Shocked the World, the People and Animals of Africa, and the Lewis and Clark Expedition.

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:

✓ **Science & Computer Science**

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: BI-175L

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

Yes

Recommendations: WRD-098 or placement in WR-121

Requirements:

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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?

✓ **Fall**

Is this course equivalent to another?

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

Yes

Course Number: ASC-175 Title: Integrated Science Inquiry

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate the ability to communicate and comprehend basic scientific principles and concepts important to an understanding of major ideas in science; (SC1)
 2. describe the fundamental concepts of evolutionary biology and its role in shaping current scientific knowledge; (SC3)
 3. critically evaluate and apply the key concepts of evolutionary biology to everyday problems, present possible solutions and generate further questions; (SC1)
 4. demonstrate an ability to work individually and collaboratively to identify scientific resources, gather scientific information, critically analyze scientific information, explore ideas and present complex scientific issues; (SC2)
 5. apply scientific and technical modes of inquiry to gather and critically evaluate information about various topics important to science & society; (SC2)
 6. explore the limitations and consequences of the science and its impact on human society. (SC3)
-

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:

- 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

- 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

- 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

- 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

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

Outcomes Assessment Strategies:

- ✓ **General Examination**
- ✓ **Presentations**
- ✓ **Rubrics**
- ✓ **Journal Writing**
- ✓ **Writing Assignments**
- ✓ **Multiple Choice Test**

:

Major Topic Outline:

Major Topic Outline: (May vary slightly with theme)

1. What is science?
 - a. A critical look at the limitations and strengths of science to explain the natural world.
 - b. Examine the impact of past discoveries and social influences on new scientific discoveries.
2. Where did life come from?
 - a. Critical analysis of the evidence to support various scientific hypotheses on the origins of life on earth.
 - b. Examination of the technology and methods used to date the earth and its fossils.
 - c. Exploring what it means to be alive and the importance of the cell theory.
 - d. The theory of Endosymbiosis and a critical evaluation of the evidence supporting it.
3. The Tree of life.
 - a. A historical look at classification schemes and their influence of naming species.
 - b. Homologous structures and the evidence for common descent.
4. Natural selection, sexual selection and genetic drift
 - a. Exploring the role of the environment and mate selection in shaping populations over time.
 - b. Investigating the role of isolation and randomness in shaping populations over time.
5. Modern evolution.
 - a. An in depth analysis of evidence supporting current scientific hypotheses on the origins and evolution of new species.
 - b. An investigation of the mechanisms of evolution and their application to the evolution of complex structures.
 - c. Exploring Hox genes and their role in explaining the evolution of animal body plans.
 - d. Examination of the evolution of complex behaviors in animals and the evidence to support current scientific explanations.
6. Impact of technology on modern science
 - a. Student based inquiry using protein analysis to trace evolutionary relationships between species.
7. Society and Science.
 - a. A historical look at the impact of the theory of evolution on science and society.
 - b. Critical examination of the role of religion and societal beliefs in shaping science and/or science curriculum in modern society.
 - c. Critical evaluation of the limitations and misuse of science as exemplified by Social Darwinism and the eugenics movement.
8. Inquiry based investigations and presentations.
 - a. Practical application of course concepts in examining current scientific knowledge as outlined in the course theme, i.e. Missing links—exploration of the evidence for evolution; The Tribes of Africa or other selected theme topics.

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)**

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

PSU--ASC 200
 UO Maps to BI-130
 OSU Transfer as General education Science course.

How does it transfer? (Check all that apply)

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

:

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

- Correspondence with receiving institution (mail, fax, email, etc.)**
 Other. Please explain.

already accepted course in the ASC-200 numbering.

First term to be offered:

Specify term: Fall

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: Sharron

Last Name: Furno

Phone: 0000

Email: xxxxxx

Course Prefix and Number: CJA - 213

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: Interview & Interrogation

Course Description:

Examines the dynamics of interviews and interrogations including common processes, approaches and techniques. Ethical, legal and psychological issues are also considered. Includes methods of how to analyze statements and behavior for deception and truthfulness.

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): Criminal Justice 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?

✓ **Not every year**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. distinguish between an interview and an interrogation,
2. identify indications of deceptive and truthful behavior,
3. explain how to build rapport and how to ethically and legally utilize persuasion techniques,
4. explain how to address behaviors, including confrontations, denials, objections and resistance to admissions and confessions,
5. demonstrate proficiency in formulating and asking appropriate questions.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Distinguishing between interviews and interrogations.
2. The importance of obtaining and evaluating factual information.
3. Qualifications, attitude and the general conduct of the investigator.
4. Applications and careers utilizing interviews and interrogations.
5. Preparation and start of the interview process.
6. Interview question formulation.
7. Analysis of behavior for truth and deception.
8. How to conduct interrogations.
9. Addressing suspect behaviors.
10. Admission and confession development.
11. Professional closure of interviews and interrogations.
12. Alternative methods, approaches and techniques to interrogation and interviews.
13. Legal and ethical issues in interrogation and interviews.

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: WLDF

Submitter

First Name: Jeff
Last Name: Ennenga
Phone: 3539
Email: jeff.ennenga

Course Prefix and Number: FRP - 212

Credits: 2

Contact hours

Lecture (# of hours):
Lec/lab (# of hours): 40
Lab (# of hours):
Total course hours: 40

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: Wildfire Power Saws (S-212)

Course Description:

The course lessons provide introduction to the function, maintenance, and use of internal combustion engine-powered chainsaws, and their tactical wildland fire application. Field exercises support entry-level training for firefighters with little or no previous experience in operating a chainsaw, providing hands-on cutting experience in surroundings similar to fireline situations. Required: Student Petition.

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): AAS.FSWildland

Are there prerequisites to this course?

Yes

Pre-reqs: FRP-130 (S-130/S-190/L-180), FRP-250

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

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

Are there corequisites to this course?

No

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

Yes

Recommendations:

Requirements: Students must be at least 18 years of age. Must have current first aid, CPR and AED certification. 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?

✓ **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. define and apply chain saw safety standards as required by Occupational Safety and Health Administration (OSHA) and agency handbooks, manuals, directives and owner's manual;
2. identify and demonstrate basic chain saw operation, troubleshooting, maintenance and safety features;
3. demonstrate the tactical application of chain saws in wildland fire line construction and mop up operations.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Wildfire power saw components.
2. Felling and limbing techniques for trees, brush, and downed logs.
3. Chain saw safety.
4. Chain saw maintenance.
5. Safe and effective use of a chain saw.
6. Field exercises.

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 | Yes |
| 5. Supports green services | No |

Percent of course: 5%

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: Social Sciences

Submitter

First Name: **Erich**
Last Name: **Pfeifer**
Phone: **503-594-3802**
Email: **erichp@clackamas.edu**

Course Prefix and Number: HST - 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: History/CWE

Course Description:

Cooperative work experience. Provides students with on-the-job work experience in the field of history. 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? 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?

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, 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 goals/measurable learning objectives in an agreed upon work plan.
2. Completion of at least three objectives at the work site.
3. Required meetings with instructor and supervisor.
4. Documentation of work activities and hours worked.
5. Discussion of human relations issues at work site.
6. Summary and evaluation.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

How does it transfer? (Check all that apply)

:

First term to be offered:

Next available term after approval

:

Clackamas Community College

Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Social Sciences

Submitter

First Name: **Erich**
Last Name: **Pfeifer**
Phone: **503-594-3802**
Email: **erichp@clackamas.edu**

Course Prefix and Number: PS - 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: Political Science/CWE

Course Description:

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

Type of Course: Career Technical Preparatory

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?

Yes

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

Are there prerequisites to this course?

No

Are there corequisites to this course?

Yes

Co-reqs: CWE-281

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

Yes

Recommendations:

Requirements: Student Petition.

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

- ✓ **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 goals/measurable learning objectives in an agreed upon work plan.
2. Completion of at least three objectives at the work site.
3. Required meetings with instructor and supervisor.
4. Documentation of work activities and hours worked.
5. Discussion of human relations issues at work site.
6. Summary and evaluation.

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

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

Percent of course: 0%

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: Social Sciences

Submitter

First Name: **Erich**
Last Name: **Pfeifer**
Phone: **503-594-3802**
Email: **erichp@clackamas.edu**

Course Prefix and Number: R - 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: Religion/CWE

Course Description:

Cooperative work experience. Provides students with on-the-job work experience in the field of religion. 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)?

Yes

Check which General Education requirement:

Social Science

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?

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.
-

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

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

SP: Speech/Oral Communication Outcomes

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

:

Major Topic Outline:

1. Orientation and establishment of individual goals/measurable learning objectives in an agreed upon work plan.
2. Completion of at least three objectives at the work site.
3. Required meetings with instructor and supervisor.
4. Documentation of work activities and hours worked.
5. Discussion of human relations issues at work site.
6. Summary and evaluation.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

How does it transfer? (Check all that apply)

:

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

First term to be offered:

Next available term after approval

:

Course Number	Title	Implementation
UG-113	Hydro-Generation: Electric Theory III	2022/SU
UG-123	Hydro-Generation: Fundamentals III	2022/SU
UG-221	Hydro-Generation: Fundamentals III	2022/SU

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Date approved: December 4, 2015 Certified General Education Area(s): None

Section #1 General Course Information

Department: WAPP

Submitter

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

Course Prefix and Number: UG - 113

Credits: 5

Contact hours

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

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

Course Title: Hydro-Generation: Electric Theory III

Course Description:

This course will instruct students on the theory and operation of generators, motors, circuit breakers, other electrical equipment and safe work practices.

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): Generation Technologies AAS Degree, Hydro-Generation Operator One Year Certificate and Hydro-Generation Pathway Certificate

Are there prerequisites to this course?

Yes

Pre-reqs: UG-112

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 Only

Audit: No

When do you plan to offer this course?

✓ **Not every term**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

No

Will this course appear in the schedule?

No

Student Learning Outcomes:

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

1. explain the theory and operation of electric generators, motors and circuit breakers as it applies to hydro plant operations;
2. describe the different types of motors and the best application for each,
3. identify and describe electrical protection system,
4. practice principles of safety.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Generators.
2. Motor theory and operation.
3. Electrical protection systems.
4. Principles of safety.

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: December 4, 2015 Certified General Education Area(s): None

Section #1 General Course Information

Department: WAPP

Submitter

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

Course Prefix and Number: UG - 123

Credits: 5

Contact hours

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

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

Course Title: Hydro-Generation: Fundamentals III

Course Description:

Third of three courses designed to instruct second year students on the applications of hydro plant and power generation systems, hydro turbines and operations, and dam safety and monitoring.

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): Generation Technologies AAS Degree, Hydro-Generation Operator One Year Certificate and Hydro-Generation Pathway Certificate

Are there prerequisites to this course?

Yes

Pre-reqs: UG-122

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 Only

Audit: No

When do you plan to offer this course?

✓ Not every term

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

No

Will this course appear in the schedule?

No

Student Learning Outcomes:

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

1. identify and explain the principles of hydro turbine operations,
2. describe the function of governors for turbine operation,
3. identify key principles of river control,
4. explain the principles for monitoring and control of hydro generators,
5. apply principles of dam safety and monitoring.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Hydro-electric plant major components and systems.
2. Principles of hydro turbines theory and operation.
3. Governors for turbine control.
4. Principles for turbine system monitoring.

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: June 3, 2016 Certified General Education Area(s): None

Section #1 General Course Information

Department: WAPP

Submitter

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

Course Prefix and Number: UG - 221

Credits: 5

Contact hours

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

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

Course Title: Hydro-Generation: Operations I

Course Description:

This is the first of three courses designed to instruct third-year students on the applications of hydro plant and power generation systems, reading system schematics, turbine control and monitoring, environmental issues and regulations.

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): Generation Technologies AAS Degree, Hydro-Generation Operator One Year Certificate and Hydro-Generation Pathway Certificate

Are there prerequisites to this course?

Yes

Pre-reqs: MTH-095 or placement in MTH-111

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: 200-level UG courses in sequence

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 Only

Audit: No

When do you plan to offer this course?

✓ **Not every term**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

No

Will this course appear in the schedule?

No

Student Learning Outcomes:

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

1. explain generator governor control and operation,
2. explain the principles of operating plant electrical equipment,
3. explain the principles of hydro power plant and river control operations,
4. apply principles of dam safety and monitoring,
5. identify and expand on regulations of FERC and other agencies,
6. state the impact of environmental issues and regulation on hydro operations,
7. utilize system schematics and diagrams.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Principles of river control.
2. Dam safety and monitoring.
3. FERC and other agencies' regulations.
4. Licensing issues.
5. Fish passage and environmental issues.

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:

Course Number	Title	Implementation
BA-230	Social Media Marketing	2022/WI
CJA-216	Implicit Bias and Policing	2022/WI

Clackamas Community College

Online Course/Outline Submission System

Section #1 General Course Information

Department: Business & Computer Science

Submitter

First Name: Beverly

Last Name: Forney

Phone: X3115

Email: Beverlyf@clackamas.edu

Course Prefix and Number: BA - 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: Social Media Marketing

Course Description:

This is an introductory course that provides an overview of social media and its role in marketing. Nearly everything consumers do is tracked online and this level of marketing analytics is assisting organizations develop a better understanding of consumer and market needs and trends. This course will seek to develop an understanding to how social media compliments marketing.

Type of Course: Lower Division Collegiate

Reason for the new course:

Social media's role in current-day marketing is a billion dollar industry. In addition, this key marketing course is the first of its kind at CCC and in line with this same course offering at community colleges within the state and is in fact the focus of state university degrees in Business Marketing. We are not preparing our students for current and future careers and jobs if we fail to offer this education and training in social media marketing.

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: WRD-090 or placement in WRD-098

Requirements:

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: No

When do you plan to offer this course?

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

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. develop a social media marketing plan for a new or existing product or service;
2. identify primary social media channels used by business, and describe the function of each channel to participate in decisions and discussions within marketing teams;
3. develop both proactive and reactive strategies to manage corporate/business messaging in a social media environment;
4. use terminology related to use of social media in a marketing context;
5. identify and respond to the legal/ethical issues associated with social media marketing;
6. use understanding of privacy and data integrity issues associated with social media to identify both personal and institutional data privacy threats and maintain both personal and institutional data integrity.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Social media management tools
2. Social media platforms
3. Social media and web site strategies for business marketing
4. Conducting a social media audit
5. Building a brand story with social media
7. Building a client-driven podcast
8. Video marketing
9. Social consciousness in social media marketing

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)

✓ **other (provide details):** Business/Marketing elective

First term to be offered:

Next available term after approval

:

Clackamas Community College

Online Course/Outline Submission System

Section #1 General Course Information

Department: Education, Human Services and Criminal Justice

Submitter

First Name: Sharron

Last Name: Furno

Phone: 503.594.6224

Email: sharron.furno@clackamas.edu

Course Prefix and Number: CJA - 216

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: Implicit Bias and Policing

Course Description:

This course explores the concept of implicit bias and the potential influence of bias in law enforcement decision-making. Provides an overview of implicit bias assessments and their limitations. Students will develop skills to recognize and take action to manage bias and identify law enforcement practices that reduce bias and positively influence community relations.

Type of Course: Lower Division Collegiate

Reason for the new course:

There is no question that the culture of law enforcement must change. Officers must acknowledge and address their own personal biases and how that may impact their duties as a police officer. We currently do not have a course that specifically addresses bias. Given the current climate in law enforcement, we feel this is a necessary course.

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 Criminal Justice and Corrections Option

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. discuss the ongoing influence of historical events on current police/community relationships with underrepresented/marginalized communities,
2. define fair and impartial policing and discuss the importance of fair and impartial policing to the community,
3. demonstrate understanding of implicit and explicit bias,
4. explain how the Implicit Association Test instrument may be used to identify potential areas of personal bias,
5. identify law enforcement practices that reduce bias and positively influence community relations.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. A brief history of policing in America.
2. Policing in underrepresented/marginalized communities.
3. Procedural justice and police legitimacy.
4. Defining implicit and explicit bias.
5. Other biases that impact interpersonal relationships and interactions.
6. Impact of bias in private and public sector organizations.
7. Impact of bias on law enforcement decision-making.
8. The Implicit Association Test (IAT).
9. Personal strategies to mitigate implicit bias in decision-making.
10. Law enforcement practices that reduce bias and positively influence police/community 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)

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

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

How does it transfer? (Check all that apply)

- general elective**
- other (provide details):** Part of AAOT

First term to be offered:

Specify term: Spring

Program	Implementation
Welding Technology AAS	2022/SU

Welding Technology AAS

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

Current

1. work safely in an industrial environment around machinery, power tools, and chemicals;
2. set-up, operate, and make adjustments to welding equipment as necessary to demonstrate quality workmanship that meets current American Welding Society (AWS) and industry standards;
3. demonstrate the ability to set up and operate oxy-fuel cutting equipment, carbon arc cutting and gouging and plasma cutting equipment safely and skillfully;
4. apply basic knowledge of blueprint reading to fabricate projects as assigned;
5. complete welding projects such as fillet welds and groove welds in all positions with Gas Metal Arc Welding (GMAW), Shielded Metal Arc Welding (SMAW), Flux Core Arc Welding (FCAW), and Gas Tungsten Arc Welding
6. perform advanced welding on materials such as stainless steel and aluminum with all welding processes;
7. pass AWS D 1.1/D 1.1M structural steel welding certification tests;
8. recognize and be able to repair common welding defects according to AWS and industry standards.

Proposed

1. work safely in an industrial environment around machinery, power tools, and chemicals, including being able to set-up, operate, and make adjustments to various types of welding and cutting equipment;
2. complete welding projects such as fillet welds and groove welds in all positions that will meet visual inspection criteria based on American Welding Society (AWS) codes; [Processes include Gas Metal Arc Welding (GMAW), Shielded Metal Arc Welding (SMAW), Flux Core Arc Welding (FCAW), and Gas Tungsten Arc Welding (GTAW)]
3. apply basic knowledge of blueprint reading to fabricate projects as assigned;
4. recognize and be able to repair common welding defects according to AWS and industry standards.

Program	Implementation
Early Childhood Education & Family Studies	2022/SU
Digital Media Communications	2022/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 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 06.04.21

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 21-22</i> [List entire curriculum as last approved]				<i>PROPOSED CURRICULUM 22-23</i> [List only course(s) to be amended]			
Course	Title	Hours	Credits	Course	Course Title	Hours	Credits
Early Childhood Education & Family Studies Associate of Applied Science Degree: 1st Year							
Fall Term							
ECE-150	Introduction to Early Childhood Education & Family Studies	33	3				
ED-216	Foundations of Teaching & Education	44	4				
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	44	4				
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	44	4				
ECE-240	Environments and Curriculum Planning	44	4				
ECE-280	Early Childhood Education/CWE	108	3				
ED-258	Multicultural Education	33	3				
HDF-247	Preschool Child Development	33	3				
Early Education & Family Studies Associate of Applied Science Degree: 2nd Year							
Fall Term							
ECE-221	Observation & Guidance II in ECE Settings	44	4				
ECE-241	Environments and Curriculum Planning: Infants and Toddlers	33	3				
HDF-260	Understanding Child Abuse and Neglect	44	4				

--	PE/Health/Safety/First Aid requirement (see page 82)		2-3				
Winter Term							
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		5				
Spring Term							
ECE-239	Helping Children and Families Cope With Stress	33	3				
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				
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	Scheduled for inactivation 06.30.22			
ED-150	Creative Activities for Children	33	3				
ED-229	Learning & Development	33	3				
ED-235	Educational Technology	33	3	Scheduled for inactivation 06.30.22			
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:			90-92	TOTAL PROPOSED CREDITS:			

College Contact	Dawn Hendricks	Telephone No.	6158
E-Mail Address		Fax No.	
Chief Academic Officer or PTE Dean Signature		Date	10/6/21



COMMUNITY COLLEGE PROGRAM AMENDMENT FORM

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

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

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

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

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

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: Digital Media Communications AAS.DMC1	9.0702			<input checked="" type="checkbox"/> AAS (90-108 credits)
Option Title**				<input type="checkbox"/> OPTION to AAS Degree	
Related Certificates: Entry Level Journalist Career Pathway Video Production Technician Career Pathway				<input type="checkbox"/> Certificate of Completion	

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

LAST AMENDMENT APPROVED ON 01.29.21

TYPE OF PROGRAM AMENDMENT

(Check ALL That Apply)

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

++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 21-22</i>				<i>PROPOSED CURRICULUM 22-23</i>			
<small>[List entire curriculum as last approved]</small>				<small>[List only course(s) to be amended]</small>			
Course	Course Title	Hours	Credits	Course	Course Title	Hours	Credits
Associate of Applied Science Degree: 1st Year							
Fall Term							
ART-115	Basic Design: 2-Dimensional Design	66	4				
ART-262	Digital Photography & Photo-Imaging	66	3				
DMC-100	Introduction to Media Arts	33	3				
WR-121	English Composition	44	4				
--	PE/Health/Safety/First Aid requirement		1				
Winter Term							
COMM-100 Or PSY-101	Basic Speech Communication or Human Relations	33	3				
DMC-104	Digital Video Editing	66	4				
MTH-065 or MTH-050 or higher or CS-161	Algebra II or Technical Mathematics I or higher or Computer Science I	44	4				
--	Digital Media Communications program electives		4				
Spring Term							
J-211 Or COMM-212	Mass Media & Society or Mass Media & Society	44	4				
--	Focus Area courses		4-8				
--	Digital Media Communications program electives		8				
Digital Media Communications Associate of Applied Science Degree: 2nd Year							
Fall Term							
MUS-247 Or DMC-247	Sound for Media Or Sound for Media	33	3				
--	Focus Area courses		8-10				
--	Digital Media Communications program electives		4				
Winter Term							

DMC-291	Digital Media Communications Portfolio Project I	66	3				
--	Focus Area courses		13-15				
Spring Term							
BA-101	Introduction to Business	44	4				
DMC-280	Digital Media Communications/CWE	108	3				
DMC-292	Digital Media Communications Portfolio Project II	66	3				
--	Focus Area course		4				
Additional Courses from Focus Area							
Complete all courses from one of the following Focus Areas							
Motion Graphics & Computer Animation							
ART-131	Introduction to Drawing	66	4				
ART-225	Computer Graphics I	66	3				
ART-226	Computer Graphics II	66	3				
DMC-106	Animation & Motion Graphics I	66	3				
DMC-107	Animation & Motion Graphics II	66	3				
DMC-221	Introduction to 2D Animation: Design & Techniques	66	3				
DMC-222	Advanced 2D Animation: Design & Techniques	66	3				
MUS-171	Sound Design	22	2				
WR-265	Digital Storytelling	44	4				
Journalism							
ART-120 Or MUS-171	Creativity/Ideation Or Sound Design	22-33	2				
ART-225	Computer Graphics I	66	3				
J-134	Photojournalism	44	4				
J-215	College Newspaper: Writing & Photography	33	3				
J-216	Writing for Media	44	4				
J-220 Or DMC-230	Pod, Broad and Social - Journalism Across Platforms Or Documentary Film Production	55-66	4				
J-226	Introduction to College Newspaper: Design & Production	44	4				
WR-240 Or WR-265	Creative Nonfiction Writing I Or Digital Storytelling	44	4				
Video Production							
ART-120	Creativity/Ideation	22-33	2				

Or MUS-171	Or Sound Design						
DMC-106	Animation & Motion Graphics I	66	3				
DMC-205	Directing for Film & Video	66	3				
DMC-230	Documentary Film Production	66	4				
DMC-264	Digital Filmmaking	66	4				
DMC-265	Advanced Digital Filmmaking	66	4				
ENG-194	Introduction to Film	44	4				
WR-262	Introduction to Screenwriting	44	4				

Music & Sound for Media

DMC-242	Field Recording for Media	10	1				
MUS-101	Music Fundamentals	33	3				
MUS-106 Or MUS-149	Audio Recording at Home Or Advanced Pro Tools Editing Techniques	11	1				
MUS-107	Introduction to Audio Recording I	33	3				
MUS-108	Introduction to Audio Recording II	33	3				
MUS-141	Introduction to the Music Business	33	3				
MUS-142	Introduction to Electronic Music I: MIDI	33	3				
MUS-143	Introduction to Electronic Music II: Sequencing, Audio Looping, Sound EFX	33	3				
MUS-145	Introduction to Digital Sound, Video & Animation	33	3				
MUS-147	Music, Sound & Moviemaking	11	1				
MUS-170	Introduction to Scoring Music for Media	22	2				
MUS-171	Sound Design	22	2				

DMC Program Electives

Additional selected electives must be from different subject areas, from the following list of prefixes:
ART, BA, COMM, CS, DMC, ENG, FYE, J, MUS, TA, or WR.

Additional selected electives must be from different subject areas, from the following list of prefixes:
ART, BA, COMM, CS, DMC, **EFA**, ENG, FYE, J, MUS, TA, or WR.

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

College Contact	Nora Brodnicki	Telephone No.	
------------------------	----------------	----------------------	--

E-Mail Address		Fax No.	
-----------------------	--	----------------	--

Chief Academic Officer or PTE Dean Signature		Date	10/6/21
---	---	-------------	---------

Last Approved 03.05.2021



Curriculum Committee Charter

Mission

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

Purpose

In supporting the mission of the College, the Curriculum Committee oversees the quality and content of course outlines and transfer and non-transfer degree and certificate requirements in accordance with the policies and guidelines of the Northwest Commission of Colleges and Universities (NWCCU) and other relevant agencies. The committee provides guidance, advocacy, and oversight for curricular issues that are cross-departmental or institutional in scope and impact. This includes, but is not limited to, new courses, revisions to existing courses, transferability, general education and related instruction issues, and new and revised programs.

Scope

The committee is tasked with the following responsibilities:

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

Last Approved 03.05.2021

Membership

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

1. Ex Officio positions
 - a. Director, Curriculum Office (non-voting)
 - b. Curriculum and Scheduling Specialist (non-voting)
 - c. Vice President, ~~Instruction and Student Services (INSS)~~INSS
 - d. Dean, ~~Institutional Effectiveness & Planning (IEP)~~IEP
 - e. Center for Teaching and Learning Representative
 - f. ~~Associated Student Government (ASG) Student~~Representative
 - g. Dean, ~~Academic Foundations and Connections (AFAC)~~AFAC
 - h. Financial Aid Representative
 - i. Graduation Services Representative
 - j. ~~Director, Student Academic Support Services~~
 - j-k. Academic and Career Coach Representative
 - k-l. ~~Dean, Arts and Sciences~~
 - l-m. ~~Associate Dean, Arts and Sciences~~
 - m-n. ~~Dean, Technology, Applied Science and Public Services (TAPS)~~TAPS
 - n-o. ~~Associate Dean, TAPS~~
2. Regular faculty positions
 - a. ~~Faculty (full-time or associate)~~ from each division are appointed by their dean.
 - b. We value diverse full-time and associate faculty representation from each division. Faculty membership on the committee is reviewed regularly to ensure broad representation from divisions and compliance with relevant bargaining agreements.
 - a. ~~—~~
 - b-c. ~~Regular members serve three-year terms.~~
 - d. ~~Divisions Committee~~ may choose to retain a current representative ~~longer beyond than one a~~ three-year cycle, with dean approval.
3. Chair
 - a. ~~The committee is chaired by a full-time faculty member who serves a two-year term as chair.~~
 - a-b. Chair duties include onboarding new members, leading meetings, putting agenda items up for a vote, checking in with review teams, and sharing updates at eCollege eCouncil.
 - b-c. ~~In the current chair's final term (usually Spring), a call will be put out for faculty members of the committee to nominate a new chairperson from among the faculty membership.~~
 - d. After nominations, all members vote on the new chair according to the committee's voting guidelines (below).
 - e. Chair terms can be extended beyond two years if a) they are approved as a continuing member of the committee by their dean, b) they are nominated for an extended term as chair, and c) committee members vote to approve the extended term.
 - ~~Chair serves a two-year term.~~

Last Approved 03.05.2021

Review Teams

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

Subcommittees

- ~~2-1.~~ AFAC Review Team
- ~~3-2.~~ Arts and Sciences Review Team
- ~~4-3.~~ TAPS Review Team
- ~~5-4.~~ Related Instruction ~~Sub-Committee~~ Review Team
- ~~6-5.~~ General Education ~~Sub-Committee~~ Review Team

Voting Guidelines

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

Formatted: Font: (Default) +Body (Calibri), 11 pt, Bold, Underline

Formatted: Normal, No bullets or numbering

Formatted: Font: (Default) +Body (Calibri), 11 pt

Formatted: List Paragraph

Last Approved 03.05.2021

Additional Documents

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

Formatted: Font: (Default) +Body (Calibri), 11 pt, Bold, Underline

Relationship to Other Committees

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

Definitions

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

New Member Orientation

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

Committee Member Expectations/Commitment

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

- ~~Review~~Be familiar with Curriculum Committee process documents and Course Outline Review Guidebook
- Review meeting agenda and bring questions/comments to share at the meeting
- ~~Participate on~~Engage in work with appropriate divisional review team and other subcommittees as assigned
- ~~Participate as needed on other subcommittees~~
- Keep department and/or constituent group informed of committee action
- ~~Act as the curriculum committee representative/liaison within their individual department/area~~

Meeting Schedule

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