

	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. Automotive Changes a. Program Suspension: Basic Engine Technician CC b. Course Inactivations: AM-100, 121, 122, 175 b. Educational Focus Area (EFA) Changes a. Industrial Technology & Automotive b. Health Professions d. Program Amendment: AAT English Literature e. New Course: ES-101	Dustin Bates Amanda Coffey Lupe Martinez	Approval/22.SU Approval/22.SU Approval/22.SU
5. Old Business a.		
6. New Business a. Review Membership b. Nominations for Chair/Alternate Chair	Chair	
7. Closing Comments a.		

Present: ASG (Benjamin Melles), Dustin Bare, Nora Brodnicki, Rick Carino, Amanda Coffey, Megan Feagles (Recorder), Bev Forney, Sharron Furno, Sue Goff, Shalee Hodgson, Kerrie Hughes (Alternate Chair), Jason Kovac, Kara Leonard, Lupe Martinez Zapata, Mike Mattson, Tracy Nelson, David Plotkin, Scot Pruyn (Chair), Lisa Reynolds, Charles Siegfried, Tara Sprehe, Sarah Steidl, Dru Urbassik, Andrea Vergun, Helen Wand, Jim Wentworth-Plato

Guests: Virginia Chambers, Sarah Parker, Shelly Tracy

Absent: George Burgess, Elizabeth Carney, Jeff Ennenga, Eden Francis, Dawn Hendricks, Alice Lewis, Patricia McFarland, Cynthia Risan, Terrie Sanne

1. Welcome & Introductions

2. Approval of Minutes

- a. Approval of the March 4, 2022 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. New Courses

- i. IMT-262, 263, 264, 268

1. Shelly Tracy presented

2. IMT-262 equivalent to APR-202LM, IMT-263 equivalent to APR-203LM, IMT-264 equivalent to APR-204LM, IMT-268 equivalent to APR-108LM.

Motion to approve, approved

- ii. MA-100

1. Sarah Parker presented

2. This will replace CLA-100 as the Health Professions EFA course

Motion to approve, approved

b. Educational Focus Area (EFA) Health Professions

- i. Megan Feagles presented
ii. Replacing CLA-100 with MA-100 since CLA-100 is proposed to be inactive.

c. Clinical Lab Changes

Virginia Chambers presented

- i. **Suspension:** Clinical Laboratory Assistant/Phlebotomy CC

1. Decline in student enrollment. In 2018-19 the program had 13 students, in 2019-20 the program had 9 students, 2020-21 the program had 4 students and in 2021-22 the program had 3 students.

Motion to approve, approved

- ii. **Inactivations:** CLA-100, 101, 101L, 102, 102L, 115, 118, 118L, 120, 123

1. Courses no longer needed due to program suspension. Medical Assistant CC has its own phlebotomy courses.

Motion to approve, approved

d. Program Learning Outcomes

- i. Early Childhood Education & Family Studies AAS

1. Shalee Hodgson presented for Dawn Hendricks

2. PLOs were adopted from National Association for the Education of Young Children (NAEYC) early childhood teacher preparation standards and competencies

e. **IDTD Changes**

Mike Mattson presented

- i. Amendments: Industrial Maintenance Technology AAS & CC
 1. Adding note about substituting courses for MTH-050, MTH-080, and WR-121. No other changes
- ii. New Program: Mechatronics CC
 1. Branch of industrial maintenance technology that deals with mechanical elements and the electronic control of those elements.
 2. It is a stand-alone certificate, but most of the courses exist in other IDTD programs
 3. CCC is the community college partner with OSU through their National Science Foundation Grant. The MFGE-241 course is a bridge between OSU and CCC.

Motion to approve, approved

5. Old Business

a.

6. New Business

- a. Courses Scheduled for Inactivation 2023 (1st Reminder)
 - i. This is the first of 3 reminders about courses scheduled for inactivation for the 2023-2024 year.
 - ii. These are courses that haven't been offered since 2020/SP.
 - iii. To prevent inactivation, the course must be offered during the 22-23 year, OR JUST ASK US NOT TO INACTIVATE IT.
 - iv. The list is posted under Additional Documents and is updated frequently. The link will be included in the Curriculum Committee approval email today.
 - v. 2nd reminder will be in Fall.

7. Closing Comments

a.

-Meeting Adjourned-

Next Meeting: April 1, 2022 (8-9:30am)

April 1, 2022

1. Course Title Change

Course	Current Title	Proposed Title
ASL-101	American Sign Language I	First-Year American Sign Language I
ASL-102	American Sign Language	First-Year American Sign Language II
ASL-103	American Sign Language	First-Year American Sign Language III
EC-201	Principles of Economics: MICRO	Principles of Economics: Micro
EC-202	Principles of Economics: MACRO	Principles of Economics: Macro

2. Course Number Change

Course	Title	Proposed Course Number

3. Outlines Reviewed for Approval

Course	Title	Implementation
ASL-101	First-Year American Sign Language I	2022/SU
ASL-102	First-Year American Sign Language II	2022/SU
ASL-103	First-Year American Sign Language III	2022/SU
BA-112	General Accounting II	2022/SU
BA-211	Financial Accounting	2022/SU
CS-120	Survey of Computing	2022/SU
EC-201	Principles of Economics: Micro	2022/SU
EC-202	Principles of Economics: Macro	2022/SU
ES-211	Introduction to Latino/a/x Studies	2022/SU
HE-261	Community CPR	2022/SU
HOR-236	Insect Identification	2022/SU

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: World Languages

Submitter

First Name: Irma
Last Name: Bjerre
Phone: 3245
Email: irmab

Course Prefix and Number: ASL - 101

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: **First-Year American Sign Language I**

Course Description:

First term of a three-term introductory course. Everyday communication is the centerpiece of each lesson. Topics revolve around sharing information about ourselves and our environment. Grammar is introduced in context, with an emphasis on developing question and answering skills. Strategies are presented to help the student maintain a conversation.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: WRD-098 or placement in WR-121

Requirements:

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Fall**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. introduce oneself by signing and fingerspelling first and last name fluently,
2. demonstrate the signs for “wh-words” (interrogative words) including who, what, where, and when;
3. demonstrate appropriate non-manual signs/behavior in order to indicate who, what, where, and when;
4. sign the numbers 1-30,
5. describe, in sign, directions to locations using spatial agreement rules;
6. describe, in sign, his/her living environment;
7. describe, in sign, his/her family and family activities;
8. demonstrate role shifting in non-manual sign/behavior when signing about two or more people,
9. summarize, in writing, the history of ASL.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Introductions.
2. Basic fingerspelling.
3. Expressive vs. receptive signing.
4. Signing numbers.
5. Non-manual signing.
6. Spatial agreement rules.
7. Describing surroundings.
8. Describing family activities.
9. Role shifting.
10. The history of ASL.

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

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

ASL 101 (PSU, SOU, WOU)
ASL 111 (OSU)

How does it transfer? (Check all that apply)

general elective
:

First term to be offered:

Next available term after approval
:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: World Languages

Submitter

First Name: Amy
Last Name: Ellis
Phone: 3918
Email: amy.ellis

Course Prefix and Number: ASL - 102

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: **First-Year American Sign Language II**

Course Description:

Second term of a three-term introductory course. Emphasis will be on increasing communicative abilities. Course will focus on language functions such as making requests, describing others, and/or telling a short story. Grammar and vocabulary will also be emphasized throughout the course.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: ASL-101 with a C or better

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Winter

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. carry out basic communicative exchanges which permit heavy reliance on learned signs,
2. occasionally expand these exchanges through simple re-combinations of their elements,
3. spontaneously apply at least 10 learned sign sequences to new situations,
4. have a base sign vocabulary of 100 signs,
5. translate and present a simple paragraph from English into ASL using idioms,
6. identify six different types of classifiers and apply them to learned signs (affixes-prefix, infix classifier and suffix classifiers) and specials (vehicle, animal, and person classifiers), size and shape specifiers, singular and plural classifiers, determiner and possessor classifiers, indicator and presumption classifiers;
7. demonstrate the ability to assimilate the classifier handshapes in the subject-verb (simple ASL) and object-subject-verb agreements.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Refining skills in expressive and receptive signing.
2. Enlarging vocabulary.
3. Developing fluency.
4. Begin Idioms.
5. Introduction and usage of reference points.
6. Continued development an use of classifiers.
7. Examine in more depth, the structure and syntax of the language.
8. Development of ASL linguistics.
9. The deaf community as an American subculture.
10. Continue vocabulary lists:
 - a. Action words.
 - b. Quality/condition.
 - c. Verbs.
11. Song project.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

How does it transfer? (Check all that apply)

:

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

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Section #1 General Course Information

Department: World Languages

Submitter

First Name: Amy
Last Name: Ellis
Phone: 3918
Email: amy.ellis

Course Prefix and Number: ASL - 103

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: **First-Year American Sign Language III**

Course Description:

Third term of a three-term introductory course. Emphasis will be on developing conversational competence. Course includes basic ASL vocabulary and grammar used for basic communication such as opening conversations, clarifying, giving reasons, narrating family history, correcting, and elaborating.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: ASL-102 with a C or better

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

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. conduct basic communicative exchanges which permit considerable but not exclusive reliance on memorized signs,
2. expand these exchanges through simple re-combinations of their elements,
3. spontaneously apply at least 15 learned sign sequences to new situations,
4. demonstrate a learned vocabulary of at least 150 signs,
5. translate and present a simple 3 minute song or 1 page story from English to ASL,
6. describe the basic aspects of deaf culture and entertainment including the history of ABC stories.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Refining skills in expressive and receptive signing.
2. Increasing vocabulary.
3. Developing fluency.
4. Continued development and usage of classifiers.
5. Continued development of ASL linguistics and translating to ASL structure.
6. Examine, in depth, the implications of deafness.
7. Examine the history of the education of deaf children from Aristotle to the present.
8. Expand Vocabulary.
 - a. Verbs.
 - b. Feelings.
 - c. Household.
 - d. Countries.
9. ABC Story Project.
10. Research paper with topic relating to deafness.
12. Research summary presentation.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

How does it transfer? (Check all that apply)

:

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

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Section #1 General Course Information

Department: Business & Computer Science: Business

Submitter

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

Course Prefix and Number: BA - 112

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: General Accounting II

Course Description:

Provides a more in-depth look at general accounting principles and practices for small business. Topics include payroll, recording bad debt, notes receivable and payable, inventory adjustment, and long-term asset valuation. Accounting practices for partnerships and manufacturing structures are examined, and financial analysis is introduced as a tool for evaluating the health and wealth of a business.

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): Accounting Clerk Certificate, Accounting AAS

Are there prerequisites to this course?

Yes

Pre-reqs: BA-111 or BA-211

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

No

Are there corequisites to this course?

No

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

Yes

Recommendations: BA-131 or CS-135S

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?

✓ **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. calculate and record pay and payroll taxes, and review required tax forms;
2. account for receivables, practice methods of writing off bad debt;
3. calculate interest expense and record notes payable;
4. adjust merchandise inventory for perpetual systems;
5. measure the cost of property, plant, and equipment, calculate depreciation;
6. examine accounting for partnerships;
7. analyze financial statements and interpret ratios to evaluate performance;
8. track the flow of costs for a manufacturer.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Payroll.
2. Bad debts.
3. Notes receivable and notes payable.
4. Merchandise inventory accounting.
5. Property, plant, equipment, and intangible assets.
6. Partnership accounting.
7. Financial analysis.
8. Manufacturing accounting.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

LB BA 112 Practical Accounting II

How does it transfer? (Check all that apply)

- general elective
- other (provide details): business elective

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Business & Computer Science: Business

Submitter

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

Course Prefix and Number: BA - 211

Credits: 4

Contact hours

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

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

Course Title: Financial Accounting

Course Description:

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

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

Are there prerequisites to this course?

Yes

Pre-reqs: BA-101 and BA-131

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

No

Are there corequisites to this course?

No

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

Yes

Recommendations: BA-111, and MTH-050 or higher

Requirements:

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

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

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. use the accounting cycle to develop financial statements from business transactions;
2. describe how basic business economic events affect accounts and financial statements;
3. interpret and analyze financial statements to aid in decision making;
4. demonstrate a basic understanding of the principles of internal control and apply them to relatively straight-forward situations to identify strengths and weaknesses;
5. demonstrate a basic understanding of accrual accounting;
6. demonstrate basic understanding of inventory, receivables, long-lived assets, liabilities, and stockholder's equity and recommend appropriate accounting treatment;
7. describe the purpose of accounting and explain its role in business and society.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. The framework for financial accounting.
2. Tools for financial analysis.
2. The accounting cycle.
3. Cash and internal controls.
4. Receivables and sales.
5. Inventory and cost of goods sold.
6. Long-term assets.
7. Current liabilities.
8. Stockholders' equity.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

1. Is there an equivalent lower division course at the University?
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3. Will the course be accepted as part of the University's distribution requirements?

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

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

- PSU (Portland State University)
- OIT (Oregon Institute of Technology) SOU (Southern Oregon University)
- OSU (Oregon State University)

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

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

How does it transfer? (Check all that apply)

required or support for major

general elective

:

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

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Section #1 General Course Information

Department: Business & Computer Science: Computer Science

Submitter

First Name: Jen
Last Name: Miller
Phone: 3138
Email: jen.miller

Course Prefix and Number: CS - 120

Credits: 4

Contact hours

Lecture (# of hours): 33
Lec/lab (# of hours): 22
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: Survey of Computing

Course Description:

A computer competency course to familiarize students with computer concepts, software applications and the implications of living in the digital age. Introduces students to computer concepts, including, but not limited to the Microsoft Windows environment, Microsoft Office Applications, hardware terminology, social media and the Internet.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

Yes

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

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

No

Are there corequisites to this course?

No

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

Yes

Recommendations:

Requirements: Flash drive

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**

✓ **Fall**

✓ **Winter**

✓ Spring

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. recall common computer hardware-related terms and concepts;
2. describe major events in the history of computing, including the origin of modern computing, the evolution of the modern internet, and the evolution of the Graphical User Interface;
3. create and modify documents, spreadsheets, databases and presentations using MS Office;
4. demonstrate the successful creation of a proper email, including how to digitally attach documents to an email prior to sending;
5. demonstrate successfully navigating the MS Windows environment;
6. describe and implement effective file management, including saving files on a computer, thumb drive, and in the cloud;
7. discuss the role of computers and utilizing computers within the current industrial and technological environment;
8. review the implications of social media on personal and professional endeavors;
9. demonstrate using the Internet as a research tool for scholarly projects as well as for personal uses (e.g. shopping, travel).

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Introduction.
2. Computing Fundamentals.
 - a. Essential computer hardware.
 - b. The role of the operating system.
 - c. Networking concepts.
3. Using Productivity Software.
 - a. Creating an email.
 - b. Creating a new Word document.
 - c. Formatting and organizing.
 - d. Importing text.
 - e. Collaboration.
 - f. Managing money formulas and functions.
 - g. Giving meaning to data using charts.
 - h. Creating and enriching presentations.
 - i. Creating a customized database.
4. Living in the Digital Age.
 - a. Understanding the internet.
 - b. Searching for information.
 - c. Communicating online.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

How does it transfer? (Check all that apply)

:

First term to be offered:

Next available term after approval

:



Clackamas Community College
Online Course/Outline Submission System

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Section #1 General Course Information

Department: Social Sciences

Submitter

First Name: **Derek**
Last Name: **Lougee**
Phone: **3408**
Email: **derek.lougee**

Course Prefix and Number: EC - 201

Credits: 4

Contact hours

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

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

Course Title: **Principles of Economics: Micro**

Course Description:

Focuses on microeconomic theory dealing with the behavior of individuals and profit-maximizing firms in market structures with varying degrees of competition. Coverage includes price theory, international trade, consumer behavior, the theory of the firm, and the potential role of government in affecting market outcomes.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ Social Science

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: MTH-020 or placement in MTH-098. Prerequisite or Corequisite: WRD-098 or placement in WR-121

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Summer

✓ Fall

✓ **Winter**

✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate understanding of basic vocabulary and mechanics of microeconomics; (SS1) (SS2)
 2. evaluate impact of different factors on consumer and producer decisions; (SS1) (SS2)
 3. perform equilibrium and comparative static analysis within markets; (SS1) (SS2)
 4. use microeconomic analysis to explain issues of trade between individuals, groups and geographic regions; (SS1) (SS2)
 5. apply the concepts of microeconomics to improve their understanding of economic policies regarding issues of public expenditure and taxation; (SS1) (SS2)
 6. analyze economic social phenomena by evaluating information, evidence, argument and/or theory to draw logical conclusions or implications. (SS1)
-

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

SP: Speech/Oral Communication Outcomes

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

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**

✓ **Multiple Choice Test**

✓ **Standardized Testing**

:

Major Topic Outline:

1. Supply and demand.
2. Taxes and other market interventions.
3. Public goods and externalities.
4. International trade and trade policy.
5. Production costs and output decisions.
6. Individual choice and consumption decisions.
7. Market structures and regulations.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

How does it transfer? (Check all that apply)

general education or distribution requirement

general elective

:

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

Other. Please explain.

Used General Education Search links for all State universities in Oregon

First term to be offered:

Next available term after approval

:

Clackamas Community College
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Section #1 General Course Information

Department: Social Sciences

Submitter

First Name: **Derek**
Last Name: **Lougee**
Phone: **3408**
Email: **derek.lougee**

Course Prefix and Number: EC - 202

Credits: 4

Contact hours

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

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

Course Title: **Principles of Economics: Macro**

Course Description:

Introduction to economic theory, policy, and institutions. Focuses on macroeconomic theory, money, unemployment, inflation, fiscal and monetary policies, international finance, and economic growth.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ **Social Science**

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: MTH-020 or placement in MTH-050 or MTH-060. Prerequisite or Corequisite: WRD-098 or placement in WR-121

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**

✓ **Fall**

✓ **Winter**

✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate comprehension of basic concepts of macroeconomic theory; (SS1) (SS2)
 2. dissect the main factors affecting the macroeconomy and relate these factors to their individual lives; (SS1) (SS2)
 3. perform macroeconomic analysis using aggregate demand and aggregate supply to determine impact of fiscal and monetary policy initiatives designed to rectify undesirable macro outcomes; (SS1) (SS2)
 4. apply macroeconomic analysis to the impacts of domestic changes in the macroeconomy on their personal financial decisions as well as public financial issues; (SS1) (SS2)
 5. analyze economic phenomena by evaluating information, evidence, arguments and/or theory to draw logical conclusions or implications. (SS1)
-

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

SP: Speech/Oral Communication Outcomes

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

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**

✓ **Multiple Choice Test**

✓ **Standardized Testing**

:

Major Topic Outline:

1. Supply and demand.
2. The aggregate economy and business cycles.
3. Fiscal policy: the role of government in the economy.
4. Banks, money, and financial markets.
5. Monetary policy and the Federal Reserve.
6. Inflation and unemployment.
7. Economic growth.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

How does it transfer? (Check all that apply)

general education or distribution requirement

general elective

:

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

Other. Please explain.

Used General Education Search links for all State universities in Oregon

First term to be offered:

Next available term after approval

:

Clackamas Community College
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Section #1 General Course Information

Department: Counseling

Submitter

First Name: Guadalupe
Last Name: Martinez Zapata
Phone: 503-594-3185
Email: lupem

Course Prefix and Number: ES - 211

Credits: 4

Contact hours

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

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

Course Title: Introduction to Latino/a/x Studies

Course Description:

An introductory and survey course analyzing the historical context of Latinos in the United States (US). Beginning with pre-colonial societies on the American Continent, colonization, and moving to the modern Latinx diaspora. Special attention will be given to particular events that shaped and continue to influence the Latinx experience, such as the Mexican-American War, US expansionism, US immigration policy, the Chicano Movement, US foreign policy in Latin America, and the contemporary discourse regarding Latinx in the US.

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:

✓ Social Science

✓ Cultural Literacy

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: 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: No

When do you plan to offer this course?

✓ **Not every term**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. Identify significant events that shaped the history of the Chican@/x-Latin@/x experience. (SS1 & CL1)
 2. Analyze and place in context significant events that shaped the history of the Chican@/x-Latin@/x experience. (SS1 & CL1)
 3. Analyze political, social, and economic experiences and problems of Chican@/x-Latin@/x peoples as residents and citizens of the United States. (SS2)
 4. Examine the artistic, economic, political and historical contributions made by Chican@/x-Latin@/x peoples to American life. (SS2)
 5. Apply course concepts in academic and personal discourse. (SS2 & CL1)
-

COURSE OUTLINE MAPPING CHART

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

SP: Speech/Oral Communication Outcomes

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

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

Outcomes Assessment Strategies:

- ✓ **General Examination**
- ✓ **Projects**
- ✓ **Writing Assignments**
- ✓ **Multiple Choice Test**
- ✓ **Rubrics**

:

Major Topic Outline:

- Pre-colonial societies
- Impact and legacy of Colonialism
- Race, ethnicity and Latinx pan-ethnic labels
- US expansionism as a cause of migration
- The Chicano Movement
- Latinx branches in the US
- Contemporary Latinx discourse

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

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

Percent of course: 0%

Section #2 Course Transferability

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

✓ **PSU (Portland State University)**

✓ **OSU (Oregon State University)**

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

ES 211 (OSU)
ChLa 201 (PSU)

How does it transfer? (Check all that apply)

required or support for major

:

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

Correspondence with receiving institution (mail, fax, email, etc.)

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

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Section #1 General Course Information

Department: ASHP

Submitter

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

Course Prefix and Number: HE - 261

Credits: 1

Contact hours

Lecture (# of hours): 10
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 10

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: Community CPR

Course Description:

Basic Plus CPR, AED and First Aid for Adults is designed to train students to recognize and respond to various medical emergencies including: first aid and bandaging, choking, and cardiac emergencies that require CPR or the use of an AED. Bloodborne pathogens are also covered. Passing this course entitles the student to Medic First Aid certification for Cardiopulmonary Resuscitation for Adults.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): Energy & Resource Management programs

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

Yes

Area: Physical Education/Health

GRADING METHOD:

A-F or Pass/No Pass

Audit: No

When do you plan to offer this course?

✓ **Not every term**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. explain basic First Aid fundamentals, including: controlling bleeding, treatment for shock, pressure dressings, care and management of impaled objects as well as head and eye injuries;
2. discuss how to access the needs of a person who is unresponsive,
3. demonstrate the correct application of CPR,
4. demonstrate rescue breathing and clearing airway obstruction,
5. describe what BBP are, and name behaviors that can put them at risk to become infected,
6. demonstrate the proper use of an AED.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Content.
2. Introduction to First Aid.
3. Review BBP.
4. Emergency Action Principles.
5. Rescue Breathing.
6. Airway Obstructions.
7. Heart Attack, Cardiac Arrest and CPR.
8. Use of AED.
9. Secondary Survey.
10. Moving a victim.
11. Assessing a victim.
12. Evaluation.
 - a. Practical.
 - b. Written.
13. Certification.

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)

✓ OIT (Oregon Institute of Technology)

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

How does it transfer? (Check all that apply)

✓ general elective

:

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: Horticulture

Submitter

First Name: Chris
Last Name: Konieczka
Phone: 503-594-6213
Email: chrisk

Course Prefix and Number: HOR - 236

Credits: 2

Contact hours

Lecture (# of hours): 20
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 20

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: Insect Identification

Course Description:

Develop skills to identify common pest and insect life stages that damage or benefit plants in the landscape, farm, and greenhouse.

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Fall

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. Identify the characteristics of seven taxonomic classes of animal that are not insects;
2. Describe the differences and similarities of eight insect orders;
3. Identify the life stages of ten important insect families included in those orders;
4. Demonstrate how to use commonly available resources to identify unknown insects and pests.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Taxonomy of common pests of horticultural crops.
2. Conditions that affect population growth and decline of insects.
3. Life stages of insects and pests.
4. Signs and symptoms of pest damage to plants.

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

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

Percent of course: 25%

First term to be offered:

Specify term: Fall 2022



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	3/9/22
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CAREER LEARNING AREA

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

PROGRAM INFORMATION

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

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

NEW PROGRAM APPROVED ON 5/5/17

TYPE OF PROGRAM AMENDMENT

(Check ALL That Apply)

<input type="checkbox"/> New Program++	<input checked="" type="checkbox"/> Curriculum Revision	<input checked="" type="checkbox"/> Revision in Program Credits
<input type="checkbox"/> Title Change for Program		<i>Proposed Total Credits:</i> <input type="text"/>
<i>Proposed AAS Title:</i>		
<i>Proposed OPTION Title:</i>		
<i>Proposed Certificate Title:</i>		
<input checked="" type="checkbox"/> SUSPENSION of Program	<i>Reason for Suspension:</i> This certificate contains courses that were within the old AAS degree for Auto Service Technology. AM-121 General Repair I and AM-122 General Repair II have been sunset.	
Suspension Effective Date:	6/30/2022	

++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	Title	Hours	Credits
Fall Term							
AM-100	Automotive Fundamentals	72	3	AM-101	Intro to Auto Service Technology	24	2
AM-118	Small Engine Repair	72	3	AM-118	Small Engine Repair	72	3
Winter Term							
AM-121	General Auto Repair I	72	3				
Spring Term							
AM-122	General Auto Repair II	72	3				
TOTAL CURRENT CREDITS:			12	TOTAL PROPOSED CREDITS:			5

College Contact	Jay Leuck	Telephone No.	3052
E-Mail Address	jayl@clackamas.edu	Fax No.	
Chief Academic Officer or PTE Dean Signature		Date	



Community College Program Suspension Form

Office of Community College and Workforce Development (CCWD) Policy

All suspended AAS degrees, AAS option degrees, or certificate of completion programs must be reported to CCWD immediately. It is required that the college send a signed letter of notification, approved by the chief academic officer or college president, that includes the name of the program to be suspended. The letter must include all information found in the below form or be attached to the filled out form. Multiple program suspensions may be included in one letter.

Oregon Administrative Rules

[OAR 589-006-0350 \(4\)](#)

Community colleges may request that a program be suspended for a period of three years. The program suspension period will begin on the date the college notifies the Office of its intent to suspend a program. The Office will notify colleges prior to the deletion of suspended programs. After three years suspended programs will require re-approval utilizing the Certificate of Completion and Associate Degree Approval Procedure identified

Name of College

Clackamas Community College

Date of Letter

Date on signed letter by Chief Academic Officer or College President.

3/1/2022

Full Name of Program as it appears in Webforms and Award

Example: Administrative Office Professional***Medical (AASO)

Basic Engine Technician CC

Full 8 Digit CIP Code

To be filled out by Curriculum Office

Suspension Date

Date College is requesting the program be suspended in Webforms.

6/30/22



Community College Program Suspension Form

Reason for Suspension

Community Colleges may suspend an AAS degree, AASO degree, and a certificate of completion program due to a variety of factors that include, but are not limited to: low student enrollment, lack of financial resources, inability to recruit qualified instructors, and changes in employment opportunities or workforce needs. **Below site the college's reasons for suspension, including all documented background information (e.g. labor outlook, board approvals, decline of student enrollment.) If more space is needed, please attach the additional information to this document.**

Student Enrollment

Data that shows the declining enrollment. If the program is not suspended due to student enrollment, then please write "No Impact".

No Impact

Financial Resources

Explain the financial resource decisions that lead to the suspension of this program. If the program is not suspended due to financial limitations, then please write "No Impact".

No Impact

Inability to Recruit Qualified Instructors

List the steps that the college took to find qualified instructors. If the program is not suspended due to an inability to recruit qualified instructors, then please write "No Impact".

No Impact



Community College Program Suspension Form

Industry Need

How did the industry/employment changes in your area lead to the suspension of this program. If the program is not suspended due to a change in industry/employment needs, then please write "No

No Impact

Other Reasons

Please list all other impacts that lead to the suspension of this program. If the program is not suspended due to other reasons, then please write "No Impact".

It will not be possible to offer the CC Basic Engine Technician career pathway since the new AAS Auto Service Technology program revision has been approved. Two courses, AM-121 General Repair I and AM-122 General Repair II, that were required for the certificate pathway have been sunset.

Teaching Out Obligations

"Teaching out" the program includes, but may not be limited to: plans for students currently enrolled in the program to complete in a timely manner, reimbursement plans, date of deletion from the college catalog, informing and transition of faculty, and notifying employers, workforce development organizations and other community stakeholders.

Students Currently Enrolled in the Program

List all the steps the college is taking to assist the students who are currently enrolled in the program.

The Automotive Service department can provide support in the form of advising for developing an academic plan. Staff and our Academic Career Coach are very familiar with our program. The experience students will have and the resources available after the recent remodel/expansion of the Automotive facility will provide the same or better learning environment.

It will not be possible to offer the CC Basic Engine Technician career pathway after the AAS Degree program revision is approved. Two courses, AM-121 General Repair I and AM-122 General Repair II, that were required for the certificate pathway have been sunset. New students would not be accepted into the CC Basic Engine Technician career pathway. Only students who have previously



Community College Program Suspension Form

Reimbursement Plans

Teaching out a program is always preferred. If the college is not able to teach out the program, what is the plan to reimburse students who will be affected by this suspension?

Students would be able to take the remaining classes at standard tuition rates. No additional charges would be applied.

What date will this program be deleted from the college catalog (online and written)

June 2022

Informing the college community and faculty impact

How do you plan to inform the college community and address any impacts to faculty?

Notice of the program suspension will be made through College meetings and email.
There is no impact to faculty.

Stakeholder Notification

What is the college's plan on notifying stakeholders (employers, workforce dev. organizations, high schools if the suspended program was a part of a Perkins Program of Study, and other partners?

Students will be contacted through email informing them of the program suspension and their options to complete the CC Basic Engine Technician career pathway. In addition, we will be available to meet with students to offer academic advising either by phone or Zoom call.

Submit letter, form and any attachments to: Kasena.Dailey@HECC.Oregon.Gov



Teach-Out Plan

Program Name: Basic Engine Technician

Program Type: CC

Required Program Credits: 12

Plan Implementation Date: ASAP

Date of Suspension of Student Admission: 6/1/21

Last Term of Program Teach Out: Spring 2021

of Students in Program: 18

Source for Student Enrollment: Active

student listing by academic program reports going back to 2016 academic year

Teach Out Plan: Students that are currently active will continue to take the classes that will be offered after the new program revision is approved. Students that are inactive, and choose to return, could complete their career pathway by finishing the remaining classes needed during the terms they are offered. Depending on the number of courses needed it may take an inactive student up to one academic year to complete the program.

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

How will these promises to the students be met?	Describe
Maintain the necessary experience, resources, and support services	The Automotive Service department can provide support in the form of advising for developing an academic plan. Staff and our Academic Career Coach are very familiar with our program. The experience students will have and the resources available after the recent remodel/expansion of the Automotive facility will provide the same or better learning environment.
Remain stable, carry out its mission, and meet all its obligations to students	It will not be possible to offer the CC Basic Engine Technician career pathway after the AAS Degree program revision is approved. Two courses, AM-121 General Repair I and AM-122 General Repair II, that were required for the certificate pathway have been sunset. New students would not be accepted into the CC Basic Engine Technician career pathway. Only students who have previously completed a portion of the required courses would be eligible to complete the

	CC Basic Engine Technician career pathway. Those students would not have any additional classes/credits to complete the course/credit requirements for the CC Basic Engine Technician career pathway. Students will have the ability to complete the CC Basic Engine Technician career pathway for up to five catalog years.
Offer the program without additional charge	Students would be able to take the remaining classes at standard tuition rates. No additional charges would be applied.

Communication plan with students:

Students will be contacted through email informing them of the program suspension and their options to complete the CC Basic Engine Technician career pathway. In addition, we will be available to meet with students to offer academic advising either by phone or Zoom call.

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

Course Number	Title	Implementation
AM-100	Automotive Fundamentals	2022/SU
AM-121	General Auto Repair I	2022/SU
AM-122	General Auto Repair II	2022/SU
AM-175	Advanced Mechanic Studies I	2022/SU

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Date approved: April 7, 2017 Certified General Education Area(s): None

Section #1 General Course Information

Department: AUWD

Submitter

First Name: Jay
Last Name: Leuck
Phone: 3052
Email: jayl

Course Prefix and Number: AM - 100

Credits: 3

Contact hours

Lecture (# of hours):
Lec/lab (# of hours): 72
Lab (# of hours):
Total course hours: 72

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

Course Title: Automotive Fundamentals

Course Description:

An introductory automotive service class intended to provide fundamental knowledge and basic experience about automobiles. Covers automotive systems, preventive maintenance and performing basic repairs. Also provides skill and knowledge for purchasing cars, choosing quality mechanics, and making good economic decisions about repairs and costs. Intended generally to enhance the overall satisfaction of being an automotive consumer and car owner.

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?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **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. maintain, diagnose and repair basic automotive systems,
2. identify major components of an automobile,
3. implement a plan to negotiate a fair price on a new and used vehicle,
4. research and locate a qualified repair facility,
5. use and describe tools used in the automobile industry,
6. describe alternative fuel systems.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Introduction and How Cars Work
2. Buying an Automobile
3. Automobile Expenses
4. Repair Facilities
5. Safety Around the Automobile
6. Basic Tools
7. Auto Care and Cleaning
8. Fluid Level Check
9. Electrical System
10. Lubrication System
11. Fuel System
12. Cooling System and Climate Control
13. Ignition System
14. Suspension, Steering, and Tires
15. Braking System
16. Drivetrain
17. Exhaust and Emission System
18. Alternative Fuels and Designs
19. Automotive Accessories
20. Common Problems and Roadside Emergencies

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

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

Percent of course: 0%

First term to be offered:

Specify term: Summer term 2017

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Date approved: June 4, 2021 Certified General Education Area(s): None

Section #1 General Course Information

Department: AUWD

Submitter

First Name: Jay
Last Name: Leuck
Phone: 3052
Email: jayl

Course Prefix and Number: AM - 121

Credits: 3

Contact hours

Lecture (# of hours):
Lec/lab (# of hours): 72
Lab (# of hours):
Total course hours: 72

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

Course Title: General Auto Repair I

Course Description:

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

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): Basic Engine Technician

Are there prerequisites to this course?

Yes

Pre-reqs: AM-100

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

No

Are there corequisites to this course?

No

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

Yes

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

Requirements: Student Petition

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: No

When do you plan to offer this course?

✓ **Not every term**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

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

This course does not include assessable General Education outcomes.

Major Topic Outline:

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

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red [Print](#) [Edit](#) [Delete](#) [Back](#)

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

Section #1 General Course Information

Department: AUWD

Submitter

First Name: Nick
Last Name: Miller
Phone: 3054
Email: nickmil

Course Prefix and Number: AM - 122

Credits: 3

Contact hours

Lecture (# of hours):
Lec/lab (# of hours): 72
Lab (# of hours):
Total course hours: 72

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

Course Title: General Auto Repair II

Course Description:

Course material is coordinated with other auto courses. Includes live repair work and fundamentals such as safety, tools, measuring, and fasteners. For second term automotive students.

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): Automotive Service Technology AAS

Are there prerequisites to this course?

Yes

Pre-reqs: AM-121

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Fall

✓ **Winter**

✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. identify, classify and repair threaded fasteners;
2. sharpen a twist drill bit,
3. tap an unthreaded hole,
4. remove a broken bolt and repair threads as necessary,
5. install a threaded insert,
6. demonstrate proper torque procedures and proper use of torquing tools,
7. demonstrate effective work-place communication skills,
8. demonstrate good working relationships with supervisors, co-workers and customers;
9. explain the differences in thread lockers and common automotive sealants.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Threaded fasteners.
 - a. Complete fasteners video and worksheet.
 - b. Complete fasteners test.
 - c. Sharpen a twist drill bit.
 - d. Drill hole in block of metal in preparation of tapping a hole using drill bit just sharpened.
 - e. Use a tap of appropriate size to cut new threads in hole just drilled.
 - f. Remove broken bolt and repair threads as necessary.
 - g. Watch threaded insert demonstration by instructor.
2. Thread lockers, sealers, and other automotive chemicals.

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

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

Percent of course: 0%

First term to be offered:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Date approved: June 2, 2011 Certified General Education Area(s): None

Section #1 General Course Information

Department: AUWD

Submitter

First Name: Nick
Last Name: Miller
Phone: 3054
Email: nickmil

Course Prefix and Number: AM - 175

Credits: 3

Contact hours

Lecture (# of hours):
Lec/lab (# of hours): 72
Lab (# of hours):
Total course hours: 72

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

Course Title: Advanced Mechanic Studies I

Course Description:

Lab course for currently enrolled automotive students wishing to specialize in specific areas of automotive repair.
Required: Student Petition.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): Automotive Service Technology AAS

Are there prerequisites to this course?

Yes

Pre-reqs: AM-129, AM-130, AM-131, AM-133, AM-224, AM-235, AM-243, AM-244, and AM-245

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: Work independently with minimal help

Requirements: Second year Automotive Service Degree student or be previously enrolled in the Automotive Program. Student Petition.

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

- ✓ Fall
- ✓ Winter
- ✓ Spring

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. describe the interaction between technician and customer as it relates to information-gathering and customer service,
2. analyze the necessary steps for diagnosis and repair of projects,
3. analyze and determine the equipment and tools necessary for diagnosis and repair of project,
4. improve skill, speed, and accuracy in diagnose and repair of project;
5. improve skills in use of tools and equipment necessary to complete project,
6. improve skills in researching repair procedures and flat-rate times by using all media forms available,
7. improve skills in locating and ordering necessary parts and supplies needed to complete project.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Shop safety.
2. Customer relations in scheduling work and gaining information.
3. Ordering supplies, parts, and tools according to industry standards.
4. Researching diagnosis, service precautions, and repair information.
5. Accuracy and speed in diagnosis of project.
6. Accuracy and speed in repair of project.
7. Safe use of diagnosis and repair tools and equipment as it relates to project.
8. Scheduling and time management skills as it relates to project completion.
9. Completion of project in a professional manner according to industry standards.
10. Self-motivation and independent thinking/working as it relates to project completion.
11. Co-worker relations and shared shop usage skills.

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

:



Educational Focus Area Changes

April 1, 2022

Program	Implementation
Industrial Technology & Automotive	2022/SU
Health Professions	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	
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CAREER LEARNING AREA

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

PROGRAM INFORMATION

<u>APPROVED</u> Program Title <small>(For Official Program Title, refer to your directory at http://www.ode.state.or.us/search/results/?id=232)</small>	<u>APPROVED</u> CIP Code <small>(Include 7th & 8th digits used for OCCURS reporting.)</small>			<u>APPROVED</u> Recognition Award	Current Credits
	<u>6-digit CIP</u>	<u>7th digit</u>	<u>8th digit</u>		
AAS Title:				<input type="checkbox"/> Associate of Applied Science (AAS) Degree	
Option Title**				<input type="checkbox"/> OPTION to AAS Degree	
EFA, Industrial Technology & Automotive EFA.ITECHAUTO				<input checked="" type="checkbox"/> EFA	12-15

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> [List entire curriculum as last approved]				<i>PROPOSED CURRICULUM 22-23</i> [List only course(s) to be amended]			
Course	Title	Hours	Credits	Course	Title	Hours	Credits
AM-100 Or MFG-102	Automotive Fundamentals Or Makerspace: An Introduction to Digital Manufacturing		1-3	REMOVE AM-100			
MTH-050 Or WR-101	Technical Mathematics I Or Communication Skills: Occupational Writing		3-4				
FYE-101	First Year Experience Level I		2				
MFG-107	Industrial Safety & First Aid		3				
MFG-130	Basic Electricity I		3				
TOTAL CURRENT CREDITS:			12-15	TOTAL PROPOSED CREDITS:			

College Contact		Telephone No.	
E-Mail Address		Fax No.	
Chief Academic Officer <i>or</i> PTE Dean Signature			Date



COMMUNITY COLLEGE PROGRAM AMENDMENT FORM

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

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

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

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

College:	Clackamas Community College	Date	
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CAREER LEARNING AREA

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

PROGRAM INFORMATION

<u>APPROVED</u> Program Title <small>(For Official Program Title, refer to your directory at http://www.ode.state.or.us/search/results/?id=232)</small>	<u>APPROVED</u> CIP Code (Include 7 th & 8 th digits used for OCCURS reporting.)			<u>APPROVED</u> Recognition Award	Current Credits
	6-digit CIP	7 th digit	8 th digit		
AAS Title:				<input type="checkbox"/> Associate of Applied Science (AAS) Degree	
Option Title**				<input type="checkbox"/> OPTION to AAS Degree	
EFA, Health Professions EFA.HEALTH				<input checked="" type="checkbox"/> EFA	15-16

Last amendment approved on 3/18/22

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		Proposed Total Credits: _____
Proposed AAS Title: _____		
Proposed OPTION Title: _____		
Proposed Certificate Title: _____		
<input type="checkbox"/> SUSPENSION of Program	Reason for Suspension: _____	
Suspension Effective Date: _____		

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

CURRICULUM AMENDMENT

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

<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	Title	Hours	Credits
BI-120	Introduction to Human Anatomy and Physiology		4				
FYE-101	First Year Experience Level I		2				
HE-202 Or MA-100	Introduction to Fitness Technology Careers or Introduction to Medical Assisting	11-22	1-2				
MA-110	Medical Terminology		4				
WR-121	English Composition		4				
Notes							
				All courses must be passed with a C or better			
TOTAL CURRENT CREDITS:			15-16	TOTAL PROPOSED CREDITS:			

College Contact		Telephone No.	
E-Mail Address		Fax No.	
Chief Academic Officer <i>or</i> PTE Dean Signature		Date	

Associate of Arts Transfer Degree (AAT) - English Literature (AA.ENGLIT)

Requirements

Courses

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

Writing 2 courses, information literacy will be included in the Writing Requirement.	WR-121 and 122
Literature 2 courses At PSU up to 12 credits of 200-level English Literature can count towards the major	ENG-201 or 202 Any 200-Level English Course and ENG-204, 205, 253 or 254
Mathematics - 1 course not required at PSU for the BA; will count toward UNST placement	MTH-105 or higher
GENERAL EDUCATION DISTRIBUTION AREA Arts & Letters <ul style="list-style-type: none"> • Take two 200-level literature courses • Each course must be at least 3 credits. <p>- If students take American or British survey courses they will count toward major requirements at WOU</p> <p>- At OSU these courses only count toward the major and students will need to take another Arts and Letters course</p> <p>- At EOU, SOU, UO & PSU these first courses also count toward major requirements (at PSU up to 12 credits of 200-level English literature can count toward the major)</p> <p>- At EOU and SOU the second course also counts toward major requirements (at PSU up to 12 credits of 200-level English literature can count toward the major)</p>	ENG-201, 202, 204, 205, 213*, 218, 226, 240*, 241*, 250*, 251*, 252*, 253, 254, 255, 260, 261*, 270, 271*, 272*, 273*, 295*, 296
GENERAL EDUCATION DISTRIBUTION AREA Social Science <ul style="list-style-type: none"> • Take 2 courses • Each course must be at least 3 credits. 	ANT-101, 102*, 103*, 232* CIA-101, 201 EC- 201, 202 GEO-100*, 110*, 130*, 208* HE-163, 164 HST-101*, 102*, 103*, 130*, 131*, 132*, 136*, 137*, 138*, 201*, 202*, 203* HUM-237* PS-200*, 201, 203, 204, 205, 225, 297 PSY-200, 205*, 215, 219*, 231* SOC-204*, 205*, 206*, 210*, 225* SSC-235*, 237*, 240*, 241*, 242* WS-101*
GENERAL EDUCATION DISTRIBUTION AREA Natural Science <ul style="list-style-type: none"> • Take 2 lab science courses • Each course must be at least 4 credits. <p>At PSU the second Natural Lab Science course counts towards UNST placement</p>	ASC-175, 176, 177 BI-101, 102, 103, 112, 160L, 165CL, 165D, 175, 176, 177, 204, 211, 212, 213, 231, 232, 233, 234 CH-104, 105, 106, 112, 114, 221, 222, 223 ESR-171, 172, 173 G-101, 102, 103, 148, 201, 202, 203 GS-104, 105, 106, 107 PH-121, 122, 123, 201, 202, 203, 211, 212, 213 Z-201, 202, 203
Cultural Literacy - 1 course	Courses meeting the Cultural Literacy requirement are noted with an asterisk.
World Languages	ASL-203* or FR- 203* or SPN-203*

<p>Elective Courses Any college-level course that would bring total credits to 90 credits.</p> <p>Students should take courses to satisfy their minor of choice that will transfer to the Oregon public university of their choice. Please work with an English Department Advisor to identify possible courses to satisfy a specific minor at a partnering institution.</p> <p>Other courses numbered 100 or above may be used in this area, which may include up to 12 credits of career technical courses. Please refer to Elective Course List for AAOT, ASOT-Business, and ASOT-Computer Science, pages 160-161, for a listing of courses that may be included</p>	<p>Recommended: COMM-111 ENG-104, 105, 106, 116, 121, 130, 194, 195, 230 WR-140, 240, 241*, 242, 243, 244*, 245, 246, 247, 248, 250, 262, 263, 265, 268, 270 Or Any Philosophy (PHL), Music or Theater appreciation (MUS, MUP, TA), US History (HST), or additional Biological (BI) or Physical Science courses.</p>
--	---

*Course meets Cultural Literacy requirement.

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

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

Clackamas Community College
Online Course/Outline Submission System

Section #1 General Course Information

Department: Counseling

Submitter

First Name: Guadalupe

Last Name: Martinez

Phone: 3185

Email: lupem

Course Prefix and Number: ES - 101

Credits: 4

Contact hours

Lecture (# of hours): 44

Lec/lab (# of hours):

Lab (# of hours):

Total course hours: 44

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

Course Title: Introduction to Ethnic Studies

Course Description:

This course uses an interdisciplinary approach to introduce the multifaceted experience of historically marginalized ethnic and racial groups in the US with an emphasis on Chicano/Latinx, African American, Native American/US First Nations, and Asian Americans. Students will explore theory of the development of race and ethnicity in the US, systemic oppression, comparative historical perspectives, and political resistance and movements, including modern abolitionism and de-colonization.

Type of Course: Lower Division Collegiate

Reason for the new course:

One of 4 courses for new Ethnic Studies program

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ Social Science

✓ Cultural Literacy

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: WRD-098 or placement in WR-121

Requirements:

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: No

When do you plan to offer this course?

✓ **Fall**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. List and describe the development and use of each of the pan-ethnic labels describing the 4 largest ethnic groups in the U.S, as presented in this class. (CL1)
 2. Examine the timeline of the institutionalization of racism in the U.S., including the emergence of race as a human category. (SS1, CL1)
 3. Evaluate the impact of the use of slavery and other exploitative labor systems on the development of the U.S. infrastructure and standards of living in national and global markets. (SS1, CL1)
 4. Summarize and defend contrasting non-traditional narratives from traditional historical perspectives of historically marginalized U.S. racial/ethnic groups. (SS2, CL1)
 5. Identify and critique specific policy and practices that reinforce historical racial systemic oppression in the U.S. justice system, economy, education, and politics, and disprove reverse racism. (SS1, SS2, CL1)
 6. Identify and describe significant political movements in advancing the rights of racial/ethnic historically marginalized groups. (SS2)
-

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

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

SC: Science or Computer Science Outcomes

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

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

Outcomes Assessment Strategies:

- ✓ General Examination
- ✓ Presentations
- ✓ Journal Writing
- ✓ Projects
- ✓ Writing Assignments
- ✓ Multiple Choice Test

:

Major Topic Outline:

1. Common terminology and definitions (including pan-ethnic terms)
2. Race Theories
3. Indigeneity and African, Latinx, and Asian diasporas
4. Systemic racism and Intersectionality
5. Resistance, Civil Rights, and other political movements

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)

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

ES 101 (OSU)

How does it transfer? (Check all that apply)

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

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

- ✓ **Correspondence with receiving institution (mail, fax, email, etc.)**

First term to be offered:

Next available term after approval

:

Curriculum Committee Membership 21-22

vacant

Curriculum Committee/Curriculum Office

Member	Committee Role	Ending Term	Term Cycle
Scot Pruyn	Chair	2022/SP	2-year
Kerrie Hughes	Alternate Chair	2022/SP	2-year
David Plotkin	Vice President, Instruction & Student Services	Ex-Officio	Permanent
Jason Kovac	Dean, Institutional Effectiveness & Planning	Ex-Officio	Permanent
Lisa Reynolds	Associate Dean, Institutional Effectiveness & Planning	Ex-Officio	Permanent
Dru Urbassik	Director, Curriculum & Scheduling	Ex-Officio	Permanent
Megan Feagles	Curriculum & Scheduling Office/Recorder	Ex-Officio	Permanent
Elizabeth Carney	Center for Teaching and Learning Representative	Ex-Officio	Permanent
Rotates	ASG Student Representative	Ex-Officio	Permanent
	Library	2021/SP	3-year

Academic Foundations and Connections (AFAC)

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

Arts & Sciences

Member	Committee Role	Ending Term	Term Cycle
Sue Goff	Dean, Arts & Sciences	Ex-Officio	Permanent
Bev Forney	Associate Dean, Arts & Sciences; Review Team Lead	Ex-Officio	Permanent
Nora Brodnicki	Art, Comm, Theatre, Journalism, World Lang, Music	2023/SP	3-year
George Burgess	Faculty-At-Large	2023/SP	3-year
Rick Carino	Computer Science	2023/SP	3-year
Patricia McFarland	Faculty-At-Large	2024/SP	3-Year
Jim Wentworth-Plato	Horticulture	2023/SP	3-year
Eden Francis	Sciences and Engineering	2022/SP	3-year
Kerrie Hughes	Faculty-At-Large	2023/SP	3-year
Charles Siegfried	Associate Faculty	2022/SP	3-year
	Faculty-At-Large		3-year

Technology, Applied Science, and Public Services (TAPS)

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

Sub-Committees

Related Instruction Sub-Committee

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

General Education Sub-Committee

Member	Ending Term
Lisa Reynolds (Lead)	Ex-Officio
Elizabeth Carney	Ex-Officio
Nora Brodnicki	2023/SP
Sharron Furno	2023/SP
Patricia McFarland	2024/SP
Scot Pruyn	2022/SP

2021-2022 Sabbaticals

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