

	<b>Presenter</b>	<b>Action</b>
<b>1. Welcome and Introductions</b>	<b>Chair</b>	
<b>2. Approval of Minutes</b>	<b>Chair</b>	Approval
<b>3. Consent Agenda</b> a. Course Number Changes b. Course Title Change c. Reviewed Outlines for Approval	<b>Chair</b>	Approval
<b>4. Course and Program Approvals</b> a. <b>Course Inactivations</b> a. CS-202  b. <b>Course Reactivations</b> a. AM-100  c. <b>New Courses</b> a. BA-127, BA-128	<b>Curriculum Office (for Jen Miller)</b>  <b>Shelly Tracy</b>  <b>Bev Forney</b>	Approval/23.SU  Approval/23.WI  Approval/23.WI
<b>5. Old Business</b> a.		
<b>6. New Business</b> a. Transfer Council Updates	<b>David Plotkin</b>	Info
<b>7. Closing Comments</b> a.		

**Present:** ASG (Aubrey Rine), Hillary Abbott, Dustin Bare, Nora Brodnicki, Armetta Burney, Rick Carino, Elizabeth Carney, Amanda Coffey, Megan Feagles (Recorder), Sharron Furno, Sue Goff, Dawn Hendricks, Kerrie Hughes (Chair), Eric Lee, Kara Leonard, Mike Mattson, Patricia McFarland, Tracy Nelson, Lisa Reynolds, Terrie Sanne, Charles Siegfried, Casey Sims, Sarah Steidl, Dru Urbassik, Andrea Vergun, Helen Wand, Jim Wentworth-Plato (Alternate Chair)

**Guests:** Jen Miller, Michael Moiso

**Absent:** George Burgess, Bev Forney, Jason Kovac, Laura Lundborg, David Plotkin, Tara Sprehe

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**1. Welcome & Introductions**

**2. Approval of Minutes**

- a. Approval of the October 21, 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. Music Hours/Instructional Method Changes**

Lars Campbell was not present to speak to these changes.

- i. MUP-104, MUP-204

1. Both courses changing from 22 LE/LA to 11 LECT. No change to credits
2. These changes are being made to align with the current practice in teaching
3. There was discussion on the definitions of lecture vs lab.
4. Tabled until next time so that Lars can explain the reason for the change in modality.

*NO VOTE. NOT APPROVED*

**b. AS, Computer Science, PSU Amendment**

- i. Jen Miller presented
- ii. Replacing an Arts & Letters or Social Science elective with a Race, Ethnicity, and Systemic Oppression elective
- iii. Removing CS-202, which needs to be inactivated.
- iv. There was discussion on which courses could be considered Race, Ethnicity, and Systemic Oppression electives. PSU has reached out to Advising to facilitate a conversation about this. If more courses are added the program can be amended again.
- v. Graduation Services would like a list of performance-based courses so they can be excluded from the requirements.
- vi. Was FYE considered as part of this degree? Is there a reason why it wasn't included?
  1. Yes, it was considered. The degree is quite full of required courses already. Ultimately it wasn't included because it doesn't transfer and this is a transfer degree.
- vii. Total credits change from 100-102 to 97-98

*Motion to approve, approved*

**c. Human Resource Management CC Amendment**

- i. Michael Moiso presented
  1. Removing BA-123, adding BA-205.
  2. The Project Management curriculum is changing. They will be changing BA-123 so it will no longer be offered starting next year.
  3. Was FYE considered as part of this degree? Is there a reason why it wasn't included?
    - a. Yes, it was considered. The Business Department has had discussions about adding the course, but they are not ready to move forward with changing their programs yet.
  4. Total credits change from 45-47 to 46-48

*Motion to approve, approved*

**d. Art Changes**

Nora Brodnicki presented

i. New Course: ART-241

1. This course is part of an Innovation Grant (special topic is Vanport). This course will run in tandem with ART-121 Digital Tools.

*Motion to approve, approved*

ii. Credits/Hours Changes: ART-161, 162, 261

1. All courses changing from 3 credits, 33 LE/LA to 4 credits, 33 LECT and 33 LAB
2. Alignment with 4-year and other community colleges with similar courses

*Motion to approve, approved*

**5. Old Business**

a. Communication Related Instruction

- i. Amanda Coffey, Dustin Bare, and Sarah Steidl presented
- ii. Sarah looked at all the Oregon Community College catalogs to see if they offered a course similar to WR-101
- iii. Departments are encouraged to reach out to Amanda to discuss which course might be best for their programs.

**6. New Business**

a.

**7. Closing Comments**

- a. CourseLeaf: Currently working to schedule a training session. Tentatively for November 18<sup>th</sup>

*-Meeting Adjourned-*

**Next Meeting: November 18, 2022 (8-9:30am)**

## 1. Course Title Change

Course	Current Title	Proposed Title

## 2. Course Number Change

Course	Title	Proposed Course Number

## 3. Outlines Reviewed for Approval

Course	Title	Implementation
BA-285	Human Relations in Business	2023/WI
CJA-203	Crisis Intervention	2023/WI
CJA-206	Trauma Informed Practices	2023/WI
CJA-223	Criminal Justice Ethics	2023/WI
EET-239	Principles of Troubleshooting II	2023/WI
HD-145	Stress Management	2023/WI
HD-146	Values Clarification - The Talk You Walk	2023/WI
HD-147	Decision Making	2023/WI
HD-156	Creative Goal Setting	2023/WI
HD-157	Procrastination & Time Management	2023/WI
HD-161	Multicultural Awareness	2023/WI
HD-209	Job Search Skills	2023/WI
HE-249	Mental Health	2023/WI
HE-252	First Aid/CPR/AED	2023/WI
HS-206	Trauma Informed Practices	2023/WI
MTH-111	College Algebra	2023/WI
MTH-254	Vector Calculus	2023/WI
PE-270	Sport and Exercise Psychology	2023/WI
PE-294A	Philosophy of Coaching	2023/WI
WLD-210	Pipe Welding	2023/WI

**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: Michael  
Last Name: Moiso  
Phone: 3770  
Email: mmoiso

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**Course Prefix and Number:** BA - 285

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**# 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.

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**Course Title:** Human Relations in Business

**Course Description:**

Introduces the theory and practical application of human relations at the individual, group, and organizational levels. Emphasizes psychological principles that help build relationships among employees and employers. Includes goal setting, motivation, communication, leadership, conflict management, and individual and group behavior.

---

**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**Yes**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**No**

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

**No**

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

**Yes**

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

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**No**

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

**No**

Will this class use library resources?

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**Yes**

**Area:** Human Relations

**GRADING METHOD:**

A-F or Pass/No Pass

**Audit: 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 the student's own intrapersonal and interpersonal strengths and weaknesses;
2. describe the common biases affecting perception;
3. define ethics and discuss how a particular ethical perspective affects choices to help oneself and/or the organization vs. helping oneself and harming others;
4. identify the elements of the communication process and analyze a scenario to identify the ways in which the process is either enhanced or interrupted;
5. determine the student's own preferred conflict management style and describe when the styles (avoiding, accommodating, compromising, collaborating, and forcing might most effectively be used;
6. explain how a given leadership style (situational leadership, situational supervision, etc.), might be best used in relation to different employee maturity levels;
7. identify the major motivation theories (e.g., Maslow's Hierarchy, Equity, Manifest Needs, and others), and discuss their similarities and differences;
8. identify the common bases of power and describe how to use each one appropriately;
9. describe the stages of a team's development, the types of group roles, and how those roles can contribute to team success;
10. develop student's own human relations plan based on a minimum of two self-assessments.

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***This course does not include assessable General Education outcomes.***

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**Major Topic Outline:**

1. Intrapersonal Skills: Behavior and Human Relations.
2. Intrapersonal Skills: Personality, Stress, Learning and Perception.
3. Intrapersonal Skills: Attitudes, Values and Ethics.
4. Interpersonal Skills: Communications and Emotions.
5. Interpersonal Skills: Conflict.
6. Interpersonal Skills: Leading and Trust.
7. Interpersonal Skills: Motivation.
8. Interpersonal Skills: Power and Politics.
9. Leadership Skills: Teams, Creativity, Problem Solving, and Goal Setting and Decision Making.
10. Leadership Skills: Organizational Change and Culture.
11. Leadership Skills: Valuing Diversity.
12. Applying Human Relations Skills.

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

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

Percent of course: 0%

**Section #2 Course Transferability**

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

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

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

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

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

How does it transfer? (Check all that apply)

:

First term to be offered:

**Next available term after approval**

:

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**Clackamas Community College**  
Online Course/Outline Submission System

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**Section #1 General Course Information**

**Department:** Education, Human Services & Criminal Justice

**Submitter**

First Name: Ida  
Last Name: Flippo  
Phone: 3363  
Email: iflipp

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**Course Prefix and Number:** CJA - 203

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**# Credits:** 3

**Contact hours**

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

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

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**Course Title:** Crisis Intervention

**Course Description:**

Examines crisis intervention as it applies to emergency service workers. Includes the psychodynamics of family crisis; alcohol/drug related problems; suicide; sexual assault victims; domestic violence; mentally disturbed individuals; neglected, battered, and abused children.

---

**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**Yes**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**No**

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

**No**

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

**Yes**

**Name of degree(s) and/or certificate(s):** Criminal Justice AAS

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**No**

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

**No**

Will this class use library resources?

**Yes**

**Have you talked with a librarian regarding that impact?**

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

**GRADING METHOD:**

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

✓ **Winter**

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

**Student Learning Outcomes:**

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

1. define the elements of a crisis;
2. discuss the history of crisis intervention and its various aspects;
3. analyze the various models of Crisis Intervention;
4. apply the appropriate response to a variety of crises situations.

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***This course does not include assessable General Education outcomes.***

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**Major Topic Outline:**

1. Childhood crisis.
2. Intoxicated persons.
3. Substance abuse.
4. Violent field situations.
5. Management of sexual assault victims.
6. Neglected, battered and abused children.
7. Suicide.
8. Multi-casualty situations.
9. Crisis worker stress and burnout.
10. Ethical and professional issues of crisis intervention.

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

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

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

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

PSU, SOU and WOU: Lower Division Elective/transfer

How does it transfer? (Check all that apply)

- ✓ **required or support for major**
  
- ✓ **general elective**
- :

First term to be offered:

**Next available term after approval**  
:

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**Clackamas Community College**  
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**Section #1 General Course Information**

**Department:** EHCJ

**Submitter**

First Name: Joanna  
Last Name: Crawford  
Phone: 5417401348  
Email: joanna.crawford

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**Course Prefix and Number:** CJA - 206

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**# Credits:** 3

**Contact hours**

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

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

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**Course Title:** Trauma Informed Practices

**Course Description:**

In this course, students will learn how to recognize and respond to the impact of traumatic stress. Students will gain knowledge and skills they can infuse into their practices and act in a way that maximizes physical and psychological safety for clients and themselves. Students will understand how trauma impacts the brain, body, as well as development. Topics such as vicarious trauma, cultural trauma, and secondary trauma will be examined and discussed.

---

**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):** Criminal Justice AAS and Human Services AAS

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**Yes**

**Recommendations:** CJA-101 or HS-100 or any other 100-level course that discusses human behavior, development, or social interactions

**Requirements:**

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

**No**

Will this class use library resources?

**Yes**

**Have you talked with a librarian regarding that impact?**

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

**GRADING METHOD:**

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

✓ Fall

Is this course equivalent to another?

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

**Yes**

Course Number: HS-206 Title: Trauma Informed Practices

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

Student Learning Outcomes:

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

1. explain the impact of trauma on the brain and body,
2. differentiate the types of trauma and their impacts,
3. create a plan to address vicarious trauma and secondary stress in career fields related to Human Services and Criminal Justice,
4. recognize how trauma interacts within the criminal justice system and human service settings,
5. produce trauma-informed strategies of care for correctional settings and human services settings.

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***This course does not include assessable General Education outcomes.***

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Major Topic Outline:

Trauma  
ACES  
Toxic stress  
Secondary trauma  
Trauma-informed care  
Historical trauma  
Cultural trauma  
Signs of trauma  
Trauma and development  
Protective factors  
Strategies for trauma-informed practice  
Criminal justice system  
Human service settings

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 | <b>No</b> |
| 4. Clean up natural environment      | <b>No</b> |
| 5. Supports green services           | <b>No</b> |

Percent of course: 0%

First term to be offered:

**Next available term after approval**

:

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**Clackamas Community College**  
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**Section #1 General Course Information**

**Department:** Education, Human Services & Criminal Justice

**Submitter**

First Name: Jason  
Last Name: Jones  
Phone: 3714  
Email: jasonj

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**Course Prefix and Number:** CJA - 223

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**# Credits:** 3

**Contact hours**

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

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

---

**Course Title:** Criminal Justice Ethics

**Course Description:**

Surveys common ethical frameworks and then examines ethical issues, questions, challenges and consequences facing criminal justice professionals, including law enforcement, corrections, the courts and others.

---

**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**Yes**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**No**

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

**Yes**

**Check which General Education requirement:**

**✓ Social Science**

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

**Yes**

**Name of degree(s) and/or certificate(s):** Criminal Justice AAS

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**No**

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

**No**

Will this class use library resources?

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

**GRADING METHOD:**

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

**✓ Fall**

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

**Student Learning Outcomes:**

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

1. describe the ethical decision-making process,
  2. identify and compare common ethical frameworks,
  3. recognize and resolve a range of ethical dilemmas in the context of common ethical frameworks,
  4. evaluate ethical dilemmas in the various criminal justice disciplines, including law enforcement;
  5. analyze and discuss the consequences of unethical behavior,
  6. distinguish between illegal and unethical behavior,
  7. compare ethics in the public and private sectors,
  8. describe historical trends in ethical behavior.
-

**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**

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

**SC: Science or Computer Science Outcomes**

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

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**Outcomes Assessment Strategies:**

:

**Major Topic Outline:**

1. Recognizing ethical decisions; ethics and critical thinking.
2. Survey of religious ethics.
3. Survey of virtue ethics.
4. Survey of formalism.
5. Survey of utilitarianism.
6. Survey of objectivism.
7. Ethical behavior, crime and the law.
8. The ethics of law enforcement.
9. The ethics of courts and the judicial system.
10. The ethics of punishment and corrections.
11. The consequences of unethical conduct in the public and private sectors.
12. Considerations of an ethical future.

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

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

Percent of course: 0%

**Section #2 Course Transferability**

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

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

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

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

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

How does it transfer? (Check all that apply)

:

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

First term to be offered:

**Next available term after approval**

:

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**Clackamas Community College**  
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**Section #1 General Course Information**

**Department:** IDTD

**Submitter**

First Name: Mike  
Last Name: Farrell  
Phone: 1689  
Email: mike.farrell

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**Course Prefix and Number:** EET - 239

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**# Credits:** 2

**Contact hours**

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

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

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**Course Title:** Principles of Troubleshooting II

**Course Description:**

Covers advanced applications of diagnosis, maintenance and repair of systems. Includes preventative maintenance, applied statistical process, and AC/DC motor controls.

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**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):** EET, IMT, RET

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** EET-139; EET-141 or MFG-131

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

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

Are there corequisites to this course?

**No**

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

**Yes**

**Recommendations:** IMT-223

**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?

**Yes**

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

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

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

RET and IMT both support the change.

Does this course belong on the Related Instruction list?

**No**

**GRADING METHOD:**

A-F or Pass/No Pass

**Audit: Yes**



When do you plan to offer this course?

✓ Fall

Is this course equivalent to another?

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

Yes

Course Number: IMT-239 Title: Principles of Troubleshooting II

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. Describe troubleshooting advanced strategies, Total Preventive Maintenance, and applied SPC;
2. troubleshoot various circuits and determine possible failure modes,
3. explain detailed schematics of complex systems.

---

***This course does not include assessable General Education outcomes.***

---

Major Topic Outline:

1. PC troubleshooting review.
2. Schematic symbols review.
3. Transistors, opamps, transformers, digital basics review.
4. Statistical process control & total preventive maintenance.
5. AC/DC Motors and motor control circuits

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval

:

---

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**Section #1 General Course Information**

**Department:** Counseling

**Submitter**

First Name: Esther

Last Name: Sexton

Phone: 15035946293

Email: esther.sexton

---

**Course Prefix and Number:** HD - 145

---

**# Credits:** 1

**Contact hours**

Lecture (# of hours): 11

Lec/lab (# of hours):

Lab (# of hours):

Total course hours: 11

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

---

**Course Title:** Stress Management

**Course Description:**

Identifies specific personal stressors and focuses on developing skills that enable students to deal more effectively with stress.

---

**Type of Course:** Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

**No**

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

**No**

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**No**

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

**No**

Will this class use library resources?

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

GRADING METHOD:

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

**✓ Not every term**

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

Student Learning Outcomes:

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

1. identify their personal life stressors;
2. identify their stress response set;
3. list at least four methods that successfully decrease distress or stress symptoms;
4. develop an individualized stress management plan that incorporates methods to improve the student's skills of coping with stressors, stress reactions, and stress symptoms.

---

***This course does not include assessable General Education outcomes.***

---

Major Topic Outline:

1. Stress Management is Life Management.
2. Defining distress and eustress.
3. What are your current stressors.
4. What are your stress reactions.
5. Decreasing stressors in your life.
6. Coping mechanisms for patterns of stress reactions.
7. The prioritizing grid.
8. Practicing new skills.
9. The Stress Management Plan.

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

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

Percent of course: 0%

## **Section #2 Course Transferability**

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

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

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

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

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

How does it transfer? (Check all that apply)

:

First term to be offered:

**Next available term after approval**

:

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**Clackamas Community College**  
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**Section #1 General Course Information**

**Department:** Counseling

**Submitter**

First Name: **Esther**  
Last Name: **Sexton**  
Phone:     **15035946293**  
Email:     **esther.sexton**

---

**Course Prefix and Number:** HD - 146

---

**# Credits:** 1

**Contact hours**

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

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

---

**Course Title:** Values Clarification - The Talk You Walk

**Course Description:**

Helps students examine beliefs, attitudes, and values behind decisions and actions. The students will examine whether behavior matches their stated beliefs, evaluate the consequences of choices, and focus on clarifying a personal value system.

---

**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**No**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**No**

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

**No**

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

**No**

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**No**

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

**No**

Will this class use library resources?

**Yes**

**Have you talked with a librarian regarding that impact?**

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

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

**GRADING METHOD:**

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

**✓ Not every term**

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

Student Learning Outcomes:

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

1. identify and prioritize 5 personal values;
2. determine if personal behaviors support stated values;
3. identify barriers or potential barriers to values based behavior;
4. create a plan to demonstrate consistency between stated values and behavior.

---

***This course does not include assessable General Education outcomes.***

---

Major Topic Outline:

1. Personal values acquisition.
2. Beliefs, morals, ethics, attitudes, and related concepts.
3. Personal values assessment and prioritizing.
4. Values-based behavior.
5. Changes that support personal values.
6. Personal values action plan.

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

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

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)



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

How does it transfer? (Check all that apply)

:

First term to be offered:

**Next available term after approval**

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**Section #1 General Course Information**

**Department:** Counseling

**Submitter**

First Name: **Esther**

Last Name: **Sexton**

Phone: **15035946293**

Email: **esther.sexton**

---

**Course Prefix and Number:** HD - 147

---

**# Credits:** 1

**Contact hours**

Lecture (# of hours): 11

Lec/lab (# of hours):

Lab (# of hours):

Total course hours: 11

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

---

**Course Title:** Decision Making

**Course Description:**

**Develop and improve the personal process for making healthy, satisfying choices. The basics of decision-making and processes for making personal, social, and work choices are included. Use this class for current decision needs.**

---

**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**No**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**No**

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

**No**

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

**No**

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**No**

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

**No**

Will this class use library resources?

**Yes**

**Have you talked with a librarian regarding that impact?**

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

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

**GRADING METHOD:**

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

**✓ Not every term**

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

Student Learning Outcomes:

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

1. list personal warning signs that lead to poor decisions,
2. identify at least 2 each of: types of decisions, barriers to decisions, and decision-making methods;
3. evaluate past decision-making patterns,
4. map potentially new decision-making patterns,
5. identify desirable outcomes in decision-making.

---

***This course does not include assessable General Education outcomes.***

---

Major Topic Outline:

1. Decision making defined.
2. Decision making as a developmental skill.
3. Every day and major life decisions.
4. What is your current decision-making style?
5. Personal effectiveness of decision making styles.
6. The systems of decision making.
7. Practicing new skills.
8. A decision-making plan.

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

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

Percent of course: 0%

## **Section #2 Course Transferability**

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

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

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

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

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

How does it transfer? (Check all that apply)

:

First term to be offered:

**Specify term:** Spring 2023

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**Section #1 General Course Information**

**Department:** Counseling

**Submitter**

First Name: **Esther**  
Last Name: **Sexton**  
Phone:     **15035946293**  
Email:     **esther.sexton**

---

**Course Prefix and Number:** HD - 156

---

**# Credits:** 1

**Contact hours**

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

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

---

**Course Title:** Creative Goal Setting

**Course Description:**

**Using a variety of media, learn how to use the creative process to define, plan, and achieve personal or professional goals.**

---

**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**Yes**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**No**

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

**No**

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

**No**

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**No**

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

**No**

Will this class use library resources?

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

GRADING METHOD:

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

**✓ Not every term**

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

Student Learning Outcomes:

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

1. analyze their sense of what is possible for them to accomplish by participating in the creative process,
2. define personal or professional goals and develop a plan for achieving the goals,
3. evaluate their progress toward achievement of goal.

***This course does not include assessable General Education outcomes.***

Major Topic Outline:

1. Define creativity.
2. Define goal setting vs. creative goal setting.
3. Goal setting “outside of the box.”
4. Heart’s desire.
5. Goals and values.
6. Goal setting: WOOP
7. Tapping into your “creative brain.”
8. Handling obstacles and resistance to your goal.
9. Developing a plan of action.
10. Resistance - the inner critic.
11. Affirmations.

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

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

Percent of course: 0%

**Section #2 Course Transferability**

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

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

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

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



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

How does it transfer? (Check all that apply)

✓ general elective

:

First term to be offered:

**Specify term:** Spring 2023

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**Section #1 General Course Information**

**Department:** Counseling

**Submitter**

First Name: **Esther**

Last Name: **Sexton**

Phone: **15035946293**

Email: **esther.sexton**

---

**Course Prefix and Number:** HD - 157

---

**# Credits:** 1

**Contact hours**

Lecture (# of hours): 11

Lec/lab (# of hours):

Lab (# of hours):

Total course hours: 11

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

---

**Course Title:** Procrastination & Time Management

**Course Description:**

Provides students the opportunity to study their procrastination habits and time management patterns. Course focuses on components of time organization, choices regarding procrastination, and methods to improve overall use of time.

---

**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**Yes**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**No**

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

**No**

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

**No**

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**No**

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

**No**

Will this class use library resources?

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

GRADING METHOD:

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

**✓ Not every term**

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

Student Learning Outcomes:

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

1. list their own personal time management strengths and weaknesses,
2. name 5 goal setting strategies and 5 time management strategies that can be applied in their lives,
3. demonstrate self-awareness of the reasons and patterns related to procrastination and how it undermines successful time management and goal setting,
4. identify 5 strategies and techniques that can be applied in their lives to combat procrastination habits,
5. establish and describe a personal goal setting system.

---

***This course does not include assessable General Education outcomes.***

---

Major Topic Outline:

1. Assessing personal time management.
2. Using a time log.
3. Procrastination habits – identifying and changing.
4. Setting goals.
5. Planning for success.
6. Prioritizing techniques.
7. Systems of scheduling – using the tools.
8. Curbing interruptions / use of assertive communication.
9. Mastering paperwork - dump it, delegate it, do it, or delay it.

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

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

Percent of course: 0%

## **Section #2 Course Transferability**

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

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

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

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

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

How does it transfer? (Check all that apply)

✓ general elective

:

First term to be offered:

**Specify term:** Spring 2023

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**Section #1 General Course Information**

**Department:** Counseling

**Submitter**

First Name: **Esther**  
Last Name: **Sexton**  
Phone:        **15035946293**  
Email:        **esther.sexton**

---

**Course Prefix and Number:** HD - 161

---

**# Credits:** 3

**Contact hours**

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

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

---

**Course Title:** Multicultural Awareness

**Course Description:**

Introduction to the skills and personal attributes college graduates need to live and work in a diverse world, and how these characteristics influence interpersonal relationships in everyday life. This course focuses on the identification and application of strategies to improve personal multicultural awareness.

---

**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**Yes**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**No**

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

**No**

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

**No**

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**No**

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

**No**

Will this class use library resources?

**Yes**

**Have you talked with a librarian regarding that impact?**

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

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**Yes**

**Area:** Human Relations

**GRADING METHOD:**

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

**✓ Not every term**

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

**Student Learning Outcomes:**

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

1. discuss awareness of multicultural issues in their own lives,
2. describe important relationships and interdependencies between various culture groups within the U.S.,
3. identify personal cultural biases,
4. recognize privilege based on culture, race or ethnicity;
5. model increased sensitivity toward differences among people,
6. design a short-term personal action plan with regard to creating or increasing multicultural awareness in their lives.

---

***This course does not include assessable General Education outcomes.***

---

**Major Topic Outline:**

1. Definition of diversity and culture.
2. Everyday life situations that create multicultural misunderstandings.
3. Definitions of race, class, gender.
4. Understanding privilege.
5. Illustrations of increased sensitivity to multiculturalism.
6. Representation and practice of diversity in everyday life.
7. Resolutions for the 21st century.

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

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

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

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

How does it transfer? (Check all that apply)

:

First term to be offered:

**Specify term:** Spring 2023

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**Clackamas Community College**  
Online Course/Outline Submission System

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**Section #1 General Course Information**

**Department:** Counseling

**Submitter**

First Name: **Esther**  
Last Name: **Sexton**  
Phone:     **15035946293**  
Email:     **esther.sexton**

---

**Course Prefix and Number:** HD - 209

---

**# Credits:** 3

**Contact hours**

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

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

---

**Course Title:** Job Search Skills

**Course Description:**

Use a Job Search Plan to conduct labor market research, develop job search networking relationships, and to prepare and present applications, cover letters, resumes, interviews, and thank you notes. Variable Credit: 1-3 credits.

---

**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**Yes**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**No**

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

**No**

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

**No**

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**No**

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

**No**

Will this class use library resources?

**Yes**

**Have you talked with a librarian regarding that impact?**

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

GRADING METHOD:

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

**✓ 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. assemble employment history and complete an application;
2. write resumes, cover letters, and thank you notes;
3. identify their job search networking relationships;
4. produce market research;
5. represent themselves well in interviews.

---

***This course does not include assessable General Education outcomes.***

---

**Major Topic Outline:**

1. Applications.
2. Resumes.
3. Cover letters.
4. Informational interviews.
5. Follow up.
6. Job search strategies.
7. Interviewing.
8. Job market research.
9. References.
10. Networking.

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

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

Percent of course: 0%

## **Section #2 Course Transferability**

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

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

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

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

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

How does it transfer? (Check all that apply)

:

First term to be offered:

**Specify term:** Fall 2023

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**Clackamas Community College**  
Online Course/Outline Submission System

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**Section #1 General Course Information**

**Department:** HLPE

**Submitter**

First Name: **katie**  
Last Name: **woods**  
Phone:     **5039190602**  
Email:     **katiew**

---

**Course Prefix and Number:** HE - 249

---

**# Credits:** 3

**Contact hours**

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

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

---

**Course Title:** Mental Health

**Course Description:**

Designed for each student to understand and improve their personal mental health. Teaches theories of mental health as well as practical strategies for improving one's level of mental health. Analyzes factors that may impede optimal mental health, again with practical solutions for minimizing/avoiding such factors.

---

**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**No**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**No**

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

**No**

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

**No**

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**No**

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

**No**

Will this class use library resources?

**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: 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 factors which have influenced, or are currently influencing, their mental well-being;
2. assess their current level of well-being in the four realms of mental health;
3. identify a variety of coping strategies to assist them in achieving their desired level of mental well-being;
4. list the components necessary to make successful, permanent changes in their lives;
5. develop personal stress-reduction coping strategies.

---

***This course does not include assessable General Education outcomes.***

---

**Major Topic Outline:**

1. Understanding Myself
  - a. The "Four Realms" of Mental Health
  - b. Characteristics of mentally healthy people
  - c. How we got the way we are today (The Three Beliefs), including related tangential lectures on this theme, such as how to deal with angry people and using self-affirmations
2. Making Successful Changes
  - a. How to make successful changes
  - b. Project: Personal change experience
3. The Psychology of Stress and Stress Management
  - a. The psychology of stress
  - b. Stress-prone and stress-resistant personality types
  - c. Psychological stress management techniques

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

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

Percent of course: 0%

## **Section #2 Course Transferability**

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

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

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



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

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

How does it transfer? (Check all that apply)

:

First term to be offered:

**Next available term after approval**

:

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**Section #1 General Course Information**

**Department:** HLPE

**Submitter**

First Name: Tracy  
Last Name: Nelson  
Phone: 3274  
Email: tracyn

---

**Course Prefix and Number:** HE - 252

---

**# Credits:** 3

**Contact hours**

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

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

---

**Course Title:** First Aid/CPR/AED

**Course Description:**

This course supports the American Red Cross program for First Aid/CPR/AED and will teach participants the knowledge and skills needed to give immediate care to an injured or ill person and to decide whether advanced medical care is needed. Successful completion of the course leads to a Red Cross First Aid/CPR/AED certification for the lay responder.

---

**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):** Fitness Technology Certificate

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**No**

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

**No**

Will this class use library resources?

**Yes**

**Have you talked with a librarian regarding that impact?**

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**Yes**

**Area:** Physical Education/Health

**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 correct use of Adult CPR and use of AED for at least one minute, in a practice situation;
2. perform the steps to stop severe bleeding in a practice situation;
3. demonstrate giving airway obstruction first aid to adult and infant manikins in a practice situation;
4. recognize the signs and symptoms of different first aid conditions;
5. respond appropriately in emergency situations.

---

***This course does not include assessable General Education outcomes.***

---

Major Topic Outline:

1. First Aid, CPR and AED
2. Pediatric CPR and AED
3. Adult, Child and Infant Choking
4. Sudden Illness
5. Wounds and Bleeding
6. Injuries and Environmental Emergencies

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

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

Percent of course: 0%

## **Section #2 Course Transferability**

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

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

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

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

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

How does it transfer? (Check all that apply)

**general elective**

:

First term to be offered:

**Next available term after approval**

:

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**Section #1 General Course Information**

**Department:** EHCJ

**Submitter**

First Name: Joanna

Last Name: Crawford

Phone: 5417401348

Email: joanna.crawford

---

**Course Prefix and Number:** HS - 206

---

**# Credits:** 3

**Contact hours**

Lecture (# of hours): 33

Lec/lab (# of hours):

Lab (# of hours):

Total course hours: 33

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

---

**Course Title:** Trauma Informed Practices

**Course Description:**

In this course, students will learn how to recognize and respond to the impact of traumatic stress. Students will gain knowledge and skills they can infuse into their practices and act in a way that maximizes physical and psychological safety for clients and themselves. Students will understand how trauma impacts the brain, body, as well as development. Topics such as vicarious trauma, cultural trauma, and secondary trauma will be examined and discussed.

---

**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):** Criminal Justice AAS and Human Services AAS

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**Yes**

**Recommendations:** CJA-101 or HS-100 or any other 100-level course that discusses human behavior, development, or social interactions

**Requirements:**

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

**No**

Will this class use library resources?

**Yes**

**Have you talked with a librarian regarding that impact?**

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

**GRADING METHOD:**

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

✓ **Fall**

Is this course equivalent to another?

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

**Yes**

Course Number: CJA-206 Title: Trauma Informed Practices

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

Student Learning Outcomes:

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

1. explain the impact of trauma on the brain and body,
2. differentiate the types of trauma and their impacts,
3. create a plan to address vicarious trauma and secondary stress in career fields related to Human Services and Criminal Justice,
4. recognize how trauma interacts within the criminal justice system and human service settings,
5. produce trauma-informed strategies of care for correctional settings and human services settings.

---

***This course does not include assessable General Education outcomes.***

---

Major Topic Outline:

Trauma  
ACES  
Toxic stress  
Secondary trauma  
Trauma-informed care  
Historical trauma  
Cultural trauma  
Signs of trauma  
Trauma and development  
Protective factors  
Strategies for trauma-informed practice  
Criminal justice system  
Human service settings

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

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



Percent of course: 0%

First term to be offered:

**Next available term after approval**

:

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**Clackamas Community College**  
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### Section #1 General Course Information

**Department:** Mathematics

**Submitter**

First Name: Scot

Last Name: Pruyn

Phone: 6611

Email: scot.pruyn

---

**Course Prefix and Number:** MTH - 111

---

**# Credits:** 5

**Contact hours**

Lecture (# of hours): 55

Lec/lab (# of hours):

Lab (# of hours):

Total course hours: 55

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

---

**Course Title:** College Algebra

**Course Description:**

A transfer course designed for students preparing for trigonometry or calculus. The focus is on the analysis of functions and their properties. These functions will be applied to real-world contexts and explored symbolically, graphically, numerically, and verbally. In accordance with national recommendations, this course emphasizes skill building, problem-solving, modeling, reasoning, communication, connections with other disciplines, and the appropriate use of technology.

---

**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:**

**✓ Mathematics**

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

**No**

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** MTH-095 with a C or better, or placement in MTH-111

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

**No**

Are there corequisites to this course?

**No**

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

**Yes**

**Recommendations:** 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?

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**Yes**

**Area:** Computation

**GRADING METHOD:**

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

- ✓ **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 and apply the concepts, language, notation, and properties of functions;
  2. Recognize scenarios that involve linear, quadratic, polynomial, rational, exponential, and logarithmic functions and use graphical, symbolic, and numerical methods to model these scenarios and draw conclusions; (MA 1, MA 2)
  3. Use variables to represent unknown quantities and use graphical, symbolic, and numerical techniques to solve equations and inequalities; (MA 1)
  4. Use mathematical vocabulary and notation in order to understand, interpret, and communicate mathematical information. (MA 2)
-

## 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:**

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

**AL: Arts and Letters Outcomes**

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

**SS: Social Science Outcomes**

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

**SC: Science or Computer Science Outcomes**

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

---

Outcomes Assessment Strategies:

✓ **General Examination**

✓ **Writing Assignments**

✓ **Rubrics**

:

Major Topic Outline:

1. General properties of functions
  - a. Domain and Range
  - b. Average rate of change
  - c. Piecewise functions
  - d. Combination and composition
  - e. Transformations of functions
  - f. Inverse functions
2. Linear functions
3. Quadratic and polynomial functions
4. Rational functions
5. Exponential and logarithmic functions
6. Sequences and series

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

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

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)

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

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

EOU: MATH 111  
OIT: MATH 111 & MASC 000  
SOU: MTH 111  
UO: MATH 111  
WOU: MTH 111  
OSU: MTH 111  
PSU: MTH 111

How does it transfer? (Check all that apply)

required or support for major  
 general education or distribution requirement

:

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

Other. Please explain.

Transfer tool websites

First term to be offered:

Next available term after approval

:

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**Clackamas Community College**  
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**Section #1 General Course Information**

**Department:** Mathematics

**Submitter**

First Name: Adam  
Last Name: Hall  
Phone: 3326  
Email: adamh

---

**Course Prefix and Number:** MTH - 254

---

**# Credits:** 5

**Contact hours**

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

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

---

**Course Title:** Vector Calculus

**Course Description:**

This course is an introduction to the study of vectors and analytic geometry in three-space, the calculus of vector-valued functions, and the calculus of several variables.

---

**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:**

**✓ Mathematics**

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

**No**

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** MTH-252 with a C or better

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

**No**

Are there corequisites to this course?

**No**

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

**No**

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

**No**

Will this class use library resources?

**Yes**

**Have you talked with a librarian regarding that impact?**

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**Yes**

**Area:** Computation

**GRADING METHOD:**

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

✓ **Summer**

✓ **Fall**

✓ **Spring**

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

**Student Learning Outcomes:**

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

1. apply and interpret vector notation (MA2),
  2. calculate and interpret vector dot-product and vector cross-product (MA1) (MA2),
  3. determine the equations of lines and planes in 3 space (MA1) (MA2),
  4. calculate the derivative of vector valued functions, arc length, partial derivatives, gradient, directional derivatives, (MA1) (MA2);
  5. calculate multiple integrals and line integrals (MA1) (MA2),
  6. apply the major theorems of vector calculus: the fundamental theorem of line integrals, the divergence theorem, Stoke's theorem, and Green's theorem (MA1) (MA2).
-

## 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:**

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

**AL: Arts and Letters Outcomes**

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

**SS: Social Science Outcomes**

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

**SC: Science or Computer Science Outcomes**

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

---

Outcomes Assessment Strategies:

✓ **General Examination**

✓ **Projects**

✓ **Presentations**

✓ **Rubrics**

✓ **Other Assessment Tools:** Homework problems

Major Topic Outline:

1. Vector dot-product, cross-product, Lines, Planes, Surfaces in space.
2. Cylindrical and spherical coordinates.
3. Curves in space (vector functions and their derivatives).
4. Arc length.
5. Partial derivatives, tangent planes, differentials.
6. Multivariate chain rules, directional derivatives, gradients.
7. Line integrals, multiple integrals, surface integrals.
8. Divergence and the divergence theorem.
9. Vector curl.
10. Green's theorem, Stoke's theorem, Divergence theorem

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

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

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)

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

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

MTH 254

How does it transfer? (Check all that apply)

required or support for major

:

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

First term to be offered:

**Next available term after approval**

:

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**Clackamas Community College**  
Online Course/Outline Submission System

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Show changes since last approval in red               
  

**Section #1 General Course Information**

**Department:** HLPE

**Submitter**

First Name: **Keoni**  
Last Name: **McHone**  
Phone:        3274  
Email:        **keonim**

---

**Course Prefix and Number:** PE - 270

---

**# Credits:** 3

**Contact hours**

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

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

---

**Course Title:** Sport and Exercise Psychology

**Course Description:**

The course is designed to provide students with the basic understanding and knowledge of psychological skills used to improve physical performance in themselves, peers, teammates, and athletes they coach. The course would be well-suited for athletes, coaches, or exercise leaders.

---

**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):** Fitness Technology certificate

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**No**

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

**No**

Will this class use library resources?

**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: 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 how they personally function in athletic or exercise tasks using at least five sport psychology topics;
2. understand five aspects of peer-reviewed research articles;
3. learn eight psychological methods to help themselves or others increase their physical performance;
4. understand the process of performing sport and exercise psychology research at a beginning level.

---

***This course does not include assessable General Education outcomes.***

---

**Major Topic Outline:**

1. Understanding sport and exercise psychology.
2. Motivation.
3. Exercise Behavior and Adherence
4. Self-confidence.
5. Concentration in human performance.
6. Augmented Feedback.
7. Group Dynamics.
8. Psychology and injuries.
9. Mental Practice.
10. Leadership

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

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

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)

How does it transfer? (Check all that apply)

**general elective**

:

First term to be offered:

**Next available term after approval**

:

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**Clackamas Community College**  
Online Course/Outline Submission System

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**Section #1 General Course Information**

**Department:** HLPE

**Submitter**

First Name: Paul  
Last Name: Fiskum  
Phone: 3272  
Email: paulf

---

**Course Prefix and Number:** PE - 294A

---

**# Credits:** 2

**Contact hours**

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

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

---

**Course Title:** Philosophy of Coaching

**Course Description:**

This course is designed to enhance the leadership, teaching and management skills of coaches as they relate to interacting with athletes at all levels. Group discussions and seminar sessions relating to coaching philosophies, ethics, practice planning, motivation, and dealing with parents, peers and assistants.

---

**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**No**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**No**

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

**No**

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

**No**

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**No**

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

**No**

Will this class use library resources?

**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: 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. state, in writing, their individual philosophy of coaching;
2. state their individual style of coaching,
3. state the specific requirements which are necessary to be successful as a coach in their individual sport(s),
4. state, in writing, their individual coaching objectives as they relate to their specific sport(s).

---

***This course does not include assessable General Education outcomes.***

---

Major Topic Outline:

1. Coaching Styles.
2. Coaching Objectives.
3. Success.
4. Ethical Considerations.
5. Practice Session Planning.
6. Motivation.
7. Assistant/Peer Coaches.
8. Parents.
9. Individual Evaluation.
10. Profession Enhancement.

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

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

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

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

How does it transfer? (Check all that apply)

✓ **general elective**

:

First term to be offered:

**Next available term after approval**

:

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**Clackamas Community College**  
Online Course/Outline Submission System

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### Section #1 General Course Information

**Department:** AUWD

**Submitter**

First Name: **Bruce**

Last Name: **Mulligan**

Phone: **6677**

Email: **bruce.mulligan**

---

**Course Prefix and Number:** WLD - 210

---

**# Credits:** 4

**Contact hours**

Lecture (# of hours):

Lec/lab (# of hours): 88

Lab (# of hours):

Total course hours: 88

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:** Pipe Welding

**Course Description:**

Provides beginning theory and practical instruction in the Shielded Metal Arc Welding (SMAW), Gas Metal Arc Welding (GMAW), Flux Core Arc Welding (FCAW), or Gas Tungsten Arc Welding (GTAW) processes on steel plate and pipe. The specific projects include: stringer beads, fillet and groove welds on plate with root and cover proficiency, pipe cutting using the oxy-fuel process, pipe beveling and groove welds on pipes in all positions. The student may choose which process or processes will be used to complete the lab assignments.

---

**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):** Welding AAS

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** WLD-111, or WLD-111A and WLD-111B. WLD-113, or WLD-113A and WLD-113B. WLD-115, or WLD-115A and WLD-115B. WLD-150 or prior experience in SMAW, GMAW, FCAW, or GTAW

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

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

Are there corequisites to this course?

**No**

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

**No**

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

**No**

Will this class use library resources?

**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. prepare steel plate and pipe for open-root, butt-joint welds;
2. perform hand fitting of joints to meet AWS assembly standards;
3. weld a satisfactory root and hot passes on plate and pipe that meets AWS standards;
4. weld satisfactory filler and cover passes on plate and pipe that meet AWS standards.

---

***This course does not include assessable General Education outcomes.***

---

Major Topic Outline:

1. Safety.
2. Arc Welding fundamentals.
3. Plate preparation.
4. Open root plate welds.
5. Root pass.
6. Hot pass.
7. Filler passes.
8. Cover pass.
9. Pipe preparation.
10. Pipe welding positions.
11. Inspection.

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

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

Percent of course: 0%

First term to be offered:

**Next available term after approval**

:

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**November 18, 2022**

Course Number	Title	Implementation
CS-202	Program Structures	2023/SU

**Clackamas Community College**  
Online Course/Outline Submission System

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Date approved: February 6, 2015 Certified General Education Area(s): None

**Section #1 General Course Information**

**Department:** Business & Computer Science: Computer Science

**Submitter**

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

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**Course Prefix and Number:** CS - 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:** Program Structures

**Course Description:**

Students will become familiar with advanced C++ and Java syntax for object-oriented programming. Use of the file system, operating system calls, and shell-level programming; low-level debugging of high-level programs. Programming exercises will include applications of data structures and memory management techniques.

---

**Type of Course:** Lower Division Collegiate

**Reason for the new course:**

This new course is required for completion of the AS in Computer Science degree. CCC Students pursuing an AS in Computer Science currently have to take this course at PCC or PSU.

**Is this class challengeable?**

**Yes**

**Can this course be repeated for credit in a degree?**

**No**

Is general education certification being sought at this time?

**No**

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

**No**

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

**Yes**

**Name of degree(s) and/or certificate(s):** AS in Computer Science with PSU

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** CS-162

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

**No**

Are there corequisites to this course?

**No**

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

**No**

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

**No**

Will this class use library resources?

**Yes**

**Have you talked with a librarian regarding that impact?**

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

**GRADING METHOD:**

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

✓ **Winter**

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

Student Learning Outcomes:

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

1. design and implement programs that leverage advanced concepts and syntax in C++, including function overloading, operator overloading, copy constructors, and inheritance hierarchies,
2. differentiate between procedural abstraction and object oriented solutions,
3. design and implement programs that leverage advanced data structures in Java,
4. explain the relationship between C++ and Java and the similarity of Java references to C++ pointers,
5. produce high quality, robust, maintainable, efficient object-oriented solutions in both C++ and Java.

---

***This course does not include assessable General Education outcomes.***

---

Major Topic Outline:

1. Object Oriented Programming Concepts.
2. Inheritance, polymorphism, Measuring the quality of design.
3. Single versus Multiple Inheritance, Virtual Inheritance.
4. Dynamic Binding, RTTI, User Defined Conversions.
5. Operator Overloading, Copy Constructors, Rvalues vs Lvalues, Constant member functions and constand objects.
6. Exception handling.
7. Friends, Nesting, static Members.
8. Templates.
9. Comparing Languages used in the Upper Division Classes.
10. Java in comparison to C++.
11. OOP Solutions and Design Alternatives.

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

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

Percent of course: 0%

## Section #2 Course Transferability

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

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

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

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

**PSU (Portland State University)**

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

CS-202

How does it transfer? (Check all that apply)

**required or support for major**

:

First term to be offered:

**Specify term:** Winter 2016

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Course Number	Title	Implementation
AM-100	Automotive Fundamentals	2023/WI

**Clackamas Community College**  
Online Course/Outline Submission System

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**Section #1 General Course Information**

**Department:** AUWD

**Submitter**

First Name: **Les**  
Last Name: **Blahuta**  
Phone: **3048**  
Email: **lblahuta**

---

**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. Basic Tools
3. Buying an Automobile
4. Repair Facilities
5. Automobile Expenses
6. Safety Around the Automobile
7. Fluid Level Checks
8. Lubrication Systems
9. Suspension, Steering and Tires
10. Braking Systems
11. Drivetrain and Components

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

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

Percent of course: 0%

**First term to be offered:**

**Specify term:** 2023 Winter

---

Course Number	Title	Implementation
BA-127	Project Management: Agile & Change Management	2023/WI
BA-128	Project Management: Leadership Strategies	2023/WI

**Clackamas Community College**  
Online Course/Outline Submission System

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**Section #1 General Course Information**

**Department:** Business & Computer Science: Business

**Submitter**

First Name: Beverly  
Last Name: Forney  
Phone: x3115  
Email: beverlyf

---

**Course Prefix and Number:** BA - 127

---

**# 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:** Project Management: Agile & Change Management

**Course Description:**

This course introduces students to the basic concepts and principles of Agile and Change Management. Students explore the foundation of the Agile approach for managing projects, the Agile Manifesto and Agile principles & values. Students work in small teams to experience an Agile project team environment. Value-driven delivery and adaptive project planning are defined. Students will gain an understanding in how being agile in business practices can ease the implementation of organizational change. This course will also instruct students in how to identify what drives organizational change and how to lead & communicate through change. Students will learn about creating and sustaining an organizational culture for change and moving forward.

---

**Type of Course:** Lower Division Collegiate

**Reason for the new course:**

This course was created to replace BA-126. Our project management advisory recognized this course as needing a refresh and a clear focus on agile and change management.

**Is this class challengeable?**

**No**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**No**

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

**No**

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

**Yes**

**Name of degree(s) and/or certificate(s):** AAS Project Management; Project Management CC

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** BA-120 and BA-125

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

**No**

Are there corequisites to this course?

**No**

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

**No**

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

**No**

Will this class use library resources?

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

**GRADING METHOD:**

A-F or Pass/No Pass

**Audit: No**

When do you plan to offer this course?

- ✓ **Winter**
- ✓ **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 how agile and change management work together;
2. describe the agile mindset and the 12 agile principles;
3. identify common stages in the agile life cycle and list activities critical to each;
4. define adaptive planning, iterations, and user stories;
5. describe the roles and responsibilities of an agile project team;
6. examine change management and what drives organizational change;
7. examine emotional intelligence and recognize why it is important to agile and change management;
8. formulate how to effectively communicate through change;
9. analyze the importance of creating and sustaining an organizational culture of change.

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***This course does not include assessable General Education outcomes.***

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Major Topic Outline:

1. agile and change management overview
2. agile mindset, principles, and values
3. agile lifecycle
4. agile adaptive planning and iterations
5. agile project teams
6. organizational change
7. managing & leading change
8. emotional intelligence
9. communicating through change
10. sustaining an agile and organizational change culture

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

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

Percent of course: 0%

## Section #2 Course Transferability

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

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

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

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

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

How does it transfer? (Check all that apply)

:

First term to be offered:

**Specify term:** Winter 2023

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**Clackamas Community College**  
Online Course/Outline Submission System

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**Section #1 General Course Information**

**Department:** Business & Computer Science: Business

**Submitter**

First Name: Beverly  
Last Name: Forney  
Phone: X3115  
Email: beverlyf

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**Course Prefix and Number:** BA - 128

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**# 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.

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**Course Title:** Project Management: Leadership Strategies

**Course Description:**

The Leadership Strategies Course is an introductory course for students to explore different leadership styles. Through introspective exercises/assignments, students will have opportunities to find their leadership voice. Topics include the comparisons among various leadership versus management paradigms, mediation and negotiation techniques, employee engagement, team building, mentor-ship, tactical planning, creative decision-making, managing crisis conversations, and emotional intelligence.

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**Type of Course:** Lower Division Collegiate

**Reason for the new course:**

BA-122, BA-123, and BA-124 curriculum is being combined into one 4-credit course. The Project Management Advisory board recommended that instead of three, 3-credit courses, we combine all three into one course (BA-128).

**Is this class challengeable?**

**No**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**No**

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

**No**

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

**Yes**

**Name of degree(s) and/or certificate(s):** AAS Project Management; Project Management CC

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**No**

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

**No**

Will this class use library resources?

**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**

✓ **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. formulate and implement effective leadership strategies;
2. review leadership assessment tools, which may include: Strength Finders, Thomas Killman's Conflict style, DISC, EI, and other types;
3. analyze and apply individual leadership qualities to oneself;
4. identify ways to create and foster reoccurring motivational environments to heighten employee engagement;
5. develop skill sets for optimum team dynamics, team building, subject matter expertise (SME) management, and succession planning;
6. explain tactics to optimize employee-recruitment strategies that promote employee retention or decrease employee turnover;
7. create a negotiation framework addressing internal and external factors that undermine successful outcomes;
8. evaluate methods to achieve accountability for alignment with the organization's vision, mission, goals, and core values;
9. analyze successful practices of servant leaders, ethical decision-making, and employee-centric business environments;
10. compare laws, policies, codes of conduct, and typical practices that constrain or promote managerial autonomy in decision-making;
11. formulate practices that apply to strong holistic working conditions that promote open dialog and critical discourse;
12. identify culturally responsive managerial practices to ensure diversity, inclusivity, and equity among employees or work groups.

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***This course does not include assessable General Education outcomes.***

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Major Topic Outline:

1. Workplace Emotional Intelligence
2. Appreciation vs recognition
- 3 Conflict Assessment
4. Stress Management
5. Ethical Decision Making
6. Equity Framework
7. Negotiations Canvas
8. Corporate Social Responsibility
9. Train the Trainer - Final

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

- |                                      |           |
|--------------------------------------|-----------|
| 1. Increased energy efficiency       | <b>No</b> |
| 2. Produce renewable energy          | <b>No</b> |
| 3. Prevent environmental degradation | <b>No</b> |
| 4. Clean up natural environment      | <b>No</b> |

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

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

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

How does it transfer? (Check all that apply)

**general elective**

:

First term to be offered:

**Specify term:** Winter 2023

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[Transfer Council Public Meeting Archive Link](#)