

	<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 Hours, Instructional Method, Credits Change</b> a. HOR-263 b. <b>New Program</b> a. Associate of Science Transfer (AST) Computer Science	<b>Jim Wentworth-Plato</b>  <b>Jen Miller</b>	Approval/23.SU  Approval/23.SU
<b>5. Old Business</b> a.		
<b>6. New Business</b> a.		
<b>7. Closing Comments</b> a.		

**Present:** ASG (Arina Gordienko), Nora Brodnicki, Armetta Burney, Rick Carino, Elizabeth Carney, Megan Feagles (Recorder), Bev Forney, Sharron Furno, Sue Goff, Dawn Hendricks, Kerrie Hughes (Chair), Jason Kovac, Eric Lee, Kara Leonard, Laura Lundborg, Mike Mattson, Patricia McFarland, David Plotkin, Lisa Reynolds, Charles Siegfried, Casey Sims, Sarah Steidl, Dru Urbassik, Andrea Vergun, Helen Wand, Jim Wentworth-Plato (Alternate Chair)

**Guests:** Debra Carino, John Phelps

**Absent:** Hillary Abbott, Dustin Bare, George Burgess, Amanda Coffey, Tracy Nelson, Terrie Sanne, Tara Sprehe

---

**1. Welcome & Introductions**

**2. Approval of Minutes**

- a. Approval of the January 20, 2023 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. General Education**

i. ENG-243

1. The General Education Sub-Committee has reviewed this course and recommends it be approved as General Education in Arts and Letters and Cultural Literacy.

*Motion to approve, approved*

**b. New Courses**

i. MTT-121A and MTT-121B

1. Mike Mattson presented  
2. These were created to be the first and second halves of MTT-121. Sometimes the high schools can't accommodate 88 hours so they needed to be broken up into smaller portions.  
3. Students who take these courses won't get credit for MTT-121 in programs unless they are substituted. Planning to do program amendments so students could take MTT-121 or MTT-121A and MTT-121B.  
4. The description and outcomes are the same for part a and b because they focus on one set of machine tools in the beginning of the class and another set in the second half of the class.

*Motion to approve, approved*

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

i. BT-271

1. Bev Forney presented  
2. Changing from 44 LE/LA, 66 LAB to 44 LECT. Credits remain at 4.  
3. Required campus work or other work in a professional setting wasn't possible during the pandemic so these hours have been removed.. Would also like to make the course more accessible to online students and students who work full time.

*Motion to approve, approved*

ii. HOR-130

1. Jim Wentworth-Plato presented  
2. Changing from 33 LECT to 22 LECT, 22 LE/LA. Stays at 3 credits.  
3. "HOR-130 was combined with another class a couple of years ago, and was meant to have the instructional method be 22 lecture and 22 lecture/lab to begin with. That is similar to many of our other classes. (Like HOR-122 and HOR-124 the Greenhouse series that follows this class) The class includes hands on practice of propagation, not just the theoretical side so this reflects the way it is actually being taught and gives students more time in the lab to practice what they're learning."

*Motion to approve, approved*

d. **Program Amendments**

- i. Irrigation Technician CPCC
  1. Jim Wentworth-Plato presented
  2. Changing CWE option to either HOR-280 or HOR-282. Total credits change from 19 to 16.
  3. Is the department planning to sub HOR-281? Unsure.

*Motion to approve, approved*

- ii. Organic Farming CC
  1. Jim Wentworth-Plato presented
    - a. Adding HOR-250, 251, and 252 to electives. No other changes.

*Motion to approve, approved*

- iii. Part Time Welding CC
  1. John Phelps presented
  2. Proposing to change the name of Part Time Welding to Initial Welding. There was concern that "Part Time" might lead students to believe that the certificate would only provide part-time employment positions.

*Motion to approve, approved*

e. **BA-130, HE-205, ENG-243 Amendments**

Curriculum Office presented

- i. BA-130 and HE-205 will be inactivated starting next year. ENG-243 was just approved as Gen Ed in Arts/Letters and Cultural Literacy.
- ii. Removing BA-130 from the following programs (wasn't in AAT English Lit). Removing HE-205 from AAOT and ASOT Computer Science. Adding ENG-243 as Arts and Letters and/or Cultural Literacy General Education to all programs listed.
  1. AA Degree, Oregon Transfer
  2. AA Degree, Oregon Transfer Elementary Education
  3. AA Degree, Transfer English Literature
  4. AS Degree, Transfer Biology
  5. AS Degree, Transfer Business
  6. AS, Music, PSU
  7. AS, Oregon Transfer - Business
  8. AS, Oregon Transfer, Computer Science
  9. Associate of General Studies
  10. Oregon Transfer Module

*Motion to approve, approved*

f. **Program Suspensions**

- i. Megan Feagles presented for Amanda Coffey
- ii. AS, English, OSU
  1. Plan to transition students to the AAT English Literature
- iii. AS, English, UO
  1. Plan to transition students to the AAT English Literature

The English Department is suspending these AS Degrees because the AAT in English Literature provides students a state-wide articulation agreement under the Major Transfer Map (MTM), a statewide transfer agreement that identifies the community college courses needed to transfer to any Oregon public university as a junior seeking a Bachelor of Arts in English Literature. Dustin Bare identified the students seeking these AS degrees, moved them over to the AAT degree, and notified them as well. The teach-out plan is provided in the requirements for the AAT degree

*Motion to approve, approved*

**5. Old Business**

a.

**6. New Business**

- a. Computer Science Placement Exam
  - i. Bev Forney presented
  - ii. During the pandemic, the Computer Science placement exam license expired. The Computer Science department wasn't notified for over two years. The department now needs to decide to either bring back a placement exam that would cost \$12 per student, or if they should create a free challenge exam instead.
  - iii. Can the department pay the fee for students? Potentially, but had not yet been decided.
  - iv. What are math and writing doing for assessment/testing? Unsure
  - v. PCC and Mt Hood is not doing placement testing for Computer Science

- vi. The Computer Science department will talk to the placement testing folks to get more information.
- b. WR-101 Proposed Credit Change
  - i. Megan Feagles presented for Amanda Coffey
  - ii. The English Department is planning to change WR-101 from 3 credits to 4 credits.
  - iii. WR-101 has evolved with the changing demands and expectations of readers and writers in the work force. "Occupational writing" encompasses a wide range of skills that students must learn and practice via multiple kinds of assignments.
  - iv. Each assignment is radically different than the next, and requires the full writing process for students to become proficient.
  - v. The additional credit will provide adequate time for students and instructors to meet the current SLOs and major topic outline.
  - vi. Associate faculty who teach this course have been consulted, and they support this change.
  - vii. There are 39 programs affected. The Curriculum Office will reach out to those departments/program leads and will facilitate the program amendments.

## 7. Closing Comments

a.

*-Meeting Adjourned-*

**Next Meeting: February 17, 2023 (8-9:30am)**

**1. Course Title Change**

Course	Current Title	Proposed Title
ENG-213	U.S. Latino Literature	U.S. Latinx Literature

**2. Course Number Change**

Course	Title	Proposed Course Number

**3. Outlines Reviewed for Approval**

Course	Title	Implementation
BA-228	Computerized Accounting	2023/SP
COMM-126	Introduction to Gender Communication	2023/SP
CS-162	Computer Science II	2023/SP
ENG-194	Introduction to Film	2023/SP
ENG-213	U.S. Latinx Literature	2023/SP
ENG-218	Arthurian Literature	2023/SP
ENG-225	Creative Nonfiction Literature	2023/SP
ENG-230	Documentary Film	2023/SP
ENG-261	Literature of Science Fiction	2023/SP
ENG-280	English/CWE	2023/SP
ENG-297	A.S. Degree Portfolio	2023/SP
HE-263	Body & Drugs III: Marijuana	2023/SP
HE-264	Body & Drugs IV: Other Drugs, Other	2023/SP
HOR-133	Horticulture Practicum/Winter	2023/SP
HOR-215	Herbaceous Perennials	2023/SP
HOR-230	Equipment Operation & Maintenance	2023/SP
WR-222	English Composition	2023/SP
WR-246	Editing & Publishing	2023/SP
WR-248	Bookmaking: Design and Layout	2023/SP
WR-250	Book Promotion	2023/SP

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

---

Show changes since last approval in red              
  

**Section #1 General Course Information**

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

**Submitter**

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

---

**Course Prefix and Number:** BA - 228

---

**# 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:** Computerized Accounting

**Course Description:**

An introductory, hands-on experience with computer applications that are used for accounting, including transaction entry for a full accounting cycle, from business setup through month-end close. This course features instruction for Quickbooks Online.

---

**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):** Accounting Clerk Certificate, Accounting AAS, and Administrative Office Professional AAS

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** BA-111 or BA-211

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

**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 general and special journal entries using accounting software for service and merchandising businesses;
2. demonstrate how to complete exercises using accounts receivable, accounts payable, invoicing, payroll, inventory, budgeting, and job cost systems;
3. prepare financial statements and complete financial statement analysis;
4. complete the accounting cycle using accounting software.

---

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

---

Major Topic Outline:

1. Integrated computerized accounting tour.
2. Setting up your accounting system
3. Cash-oriented business activities.
4. Additional business activities.
5. Preparing reports.
6. Adjusting entries.
7. Budgeting
8. Reporting business activities.

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

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

Offered at all Oregon Community Colleges as BA-228 Computerized Accounting  
Not offered at Universities

How does it transfer? (Check all that apply)

general elective  
:

First term to be offered:

---

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

---

Show changes since last approval in red               
  

**Section #1 General Course Information**

**Department:** COTA

**Submitter**

First Name: **Kerrie**  
Last Name: **Hughes**  
Phone: **3155**  
Email: **kerrieh**

---

**Course Prefix and Number:** COMM - 126

---

**# Credits:** 4

**Contact hours**

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

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

---

**Course Title:** Introduction to Gender Communication

**Course Description:**

This course explores the relationships among communication, gender, sexuality, and other intersections of identity. We will examine how contact produces and perpetuates constructions and performances of gender, as well as how understandings of gender influence communication practices. We will learn about various approaches to the study of gender and communication, and we will identify predominant patterns of gendering that shape our culture.

---

**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**No**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**Yes**

**Check which General Education requirement:**

**✓ Arts and Letters**

**✓ Cultural Literacy**

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

**No**

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**Yes**

**Recommendations:** WRD-098 or placement in WR-121

**Requirements:**

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

**No**

Will this class use library resources?

**Yes**

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

**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?

- ✓ 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. reflect on how communication about gender and sexuality impacts one's own experiences and sense of self;
  2. identify cultural patterns of gender and sexuality and the communicative norms through which these patterns are enforced;
  3. explain how gender and sexuality are produced and perpetuated through language and cultural performance;
  4. critically analyze media texts and contemporary issues for their messages about gender and sexuality;
  5. discuss the cultural influence of social relationships and societal institutions on values, beliefs, and behaviors around gender identities over time.
-

## AAOT/ASOT GENERAL EDUCATION OUTCOMES

### COURSE OUTLINE MAPPING CHART

#### Mark outcomes addressed by the course:

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

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

##### WR: Writing Outcomes

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

##### SP: Speech/Oral Communication Outcomes

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

##### MA: Mathematics Outcomes:

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

##### AL: Arts and Letters Outcomes

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

##### SS: Social Science Outcomes

- 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.

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

Outcomes Assessment Strategies:

- ✓ General Examination
- ✓ Presentations
- ✓ Thesis/Research Project
- ✓ Rubrics
- ✓ Journal Writing
- ✓ Projects
- ✓ Writing Assignments
- ✓ Multiple Choice Test

:

Major Topic Outline:

1. Traditions, myths, and current trends on gendered communication in personal and professional settings.
2. Influence of cultural norms and rules on the communication patterns and behavior affecting gender.
3. Cultural perspectives involving the formation and perception of gender identities to include binary and LGBTQ community.
4. Influence of mass media’s role on gender image, identities, and communication.
5. Analysis and interpretation of the impact of education in self-concept and gendered communication.
6. Influence of social media and other mediated messages on gender, identity formation, and relationships.

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

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

Percent of course: 0%

**Section #2 Course Transferability**

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

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

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

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

- ✓ EOU (Eastern Oregon University)
- ✓ PSU (Portland State University)
- ✓ OIT (Oregon Institute of Technology)
- ✓ SOU (Southern Oregon University)

✓ OSU (Oregon State University)  
✓ OSU-Cascade

✓ 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**  
✓ **other (provide details):** Identity/Plural Tolerance credits at U of O

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

✓ **Other. Please explain.**

Verified through transferability information posted on colleges' websites

First term to be offered:

**Next available term after approval**

:

---

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

---

Show changes since last approval in red              
  

**Section #1 General Course Information**

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

**Submitter**

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

---

**Course Prefix and Number:** CS - 162

---

**# 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:** Computer Science II

**Course Description:**

Introduces fundamental concepts of object oriented programming and dynamic memory management. Covers objects, classes, pointers, dynamic memory allocation, linked lists, and program correctness, verification, and testing.

---

**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**Yes**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**No**



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

**No**

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

**No**

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** CS-161

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?

✓ **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. implement multidimensional arrays;
2. implement File (Input/Output)I/O;
3. explain the benefits of Object Oriented Design and Programming, and Object Oriented (OO) concepts such as encapsulation and abstraction;
4. design and Implement classes;
5. build projects consisting of multiple source files;
6. explain how pointers work and use them effectively in a program;
7. explain how dynamic memory works and implement it in a program;
8. explain and implement linked lists;
9. explain and implement recursion.

---

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

---

Major Topic Outline:

1. Multidimensional Arrays
2. File (Input/Output) I/O
3. Classes
4. Multifile compilation
5. Pointers
6. Dynamic Memory management
7. Linked Lists
8. Recursion

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

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

CS-162

How does it transfer? (Check all that apply)

**required or support for major**

:

First term to be offered:

**Next available term after approval**

:

---

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

---

Show changes since last approval in red               
  

**Section #1 General Course Information**

**Department:** English

**Submitter**

First Name: **Ryan**  
Last Name: **Davis**  
Phone:     **3258**  
Email:     **ryand**

---

**Course Prefix and Number:** ENG - 194

---

**# Credits:** 4

**Contact hours**

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

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

---

**Course Title:** Introduction to Film

**Course Description:**

Viewing, discussion, and analysis of films from a variety of eras and cultures. Students will learn to analyze a film beyond its surface meaning, drawing on film aesthetics, technology, history, and theory. The interpretive and critical thinking skills they develop can be applied to a variety of modern media.

---

**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**No**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**Yes**

**Check which General Education requirement:**

**✓ Arts and Letters**

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

**No**

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**Yes**

**Recommendations:** WRD-098 or placement in WR-121

**Requirements:**

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

**No**

Will this class use library resources?

**Yes**

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

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

**GRADING METHOD:**

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

✓ **Not every year**

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

**Student Learning Outcomes:**

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

1. analyze and evaluate film as an aesthetically worthy art form worthy of aesthetic evaluation, incorporating theories from a diverse array of writers and thinkers; (AL 2)
  2. apply the language of film in both informal discussion and written work, including concepts such as point of view, camera angle, parallel editing, three-point lighting, mise en scene, montage, etc.; (AL 2)
  3. discuss film and film history from sociological, psychological, political, and economic perspectives; (AL 2)
  4. identify and apply theories of film such as Feminist, Marxist, Existentialist, Post Modern and Freudian; (AL 2)
  5. describe the interrelated history of film and technology, with reference to advances in the fields of cinematography, sound design, and editing; (AL 2)
  6. imaginatively connect their own experiences to the class films and readings, (AL 1)
  7. construct and defend interpretations of films, cite evidence, and connect films from earlier eras and other cultures to our own. (AL 1) (AL2)
-

## AAOT/ASOT GENERAL EDUCATION OUTCOMES

### COURSE OUTLINE MAPPING CHART

#### Mark outcomes addressed by the course:

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

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

##### WR: Writing Outcomes

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

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

##### SS: Social Science Outcomes

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

##### SC: Science or Computer Science Outcomes

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

- |                                  |                               |
|----------------------------------|-------------------------------|
| ✓ <b>General Examination</b>     | ✓ <b>Projects</b>             |
| ✓ <b>Presentations</b>           | ✓ <b>Writing Assignments</b>  |
| ✓ <b>Thesis/Research Project</b> | ✓ <b>Multiple Choice Test</b> |
| ✓ <b>Criteria</b>                | ✓ <b>Portfolios</b>           |
| ✓ <b>Rubrics</b>                 |                               |

:

Major Topic Outline:

1. Film as art.
2. Technology: image and sound.
3. The language of film: signs and syntax.
4. Film history: sociological, psychological, political, and economic perspectives.
5. Film theory: form and function.
6. Interpreting a film, both in discussion and in writing.

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)** ✓ **UO (University of Oregon)**



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

UO ENG110: Intro to Film and Media  
OSU FILM125: Intro to Film Studies  
PSU FILM 131 Film Analysis

How does it transfer? (Check all that apply)

**general elective**

:

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

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

**Other. Please explain.**

catalogue

First term to be offered:

**Next available term after approval**

:

---

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

---

Show changes since last approval in red                  
   

**Section #1 General Course Information**

**Department:** English

**Submitter**

First Name: Amanda  
Last Name: Coffey  
Phone: 3257  
Email: amandac

---

**Course Prefix and Number:** ENG - 213

---

**# Credits:** 4

**Contact hours**

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

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

---

**Course Title:** U.S. Latinx Literature

**Course Description:**

This course offers a survey of U.S. Latinx literature of various genres and historical periods. Students read and study the literary contributions by writers of varied cultural heritage and will bring theory and literature into conversation about issues in the world, including power, privilege, and cultural perspectives between Latinx populations and the U.S. cultural sphere.

---

**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**No**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**Yes**

**Check which General Education requirement:**

**✓ Arts and Letters**

**✓ Cultural Literacy**

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

**No**

Are there prerequisites to this course?

**Yes**

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

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

**No**

Are there corequisites to this course?

**No**

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

**No**

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

**No**

Will this class use library resources?

**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 year**

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

**Student Learning Outcomes:**

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

1. identify and analyze the essential developments in genres of US-Latinx poetry, fiction, drama, and prose (AL1);
  2. analyze the form and content of US-Latinx literary works using relevant technical and critical vocabulary (AL1) (AL2);
  3. construct and defend interpretations of US-Latinx literature based on class discussion and independent literary research (AL1) (AL2);
  4. summarize and assess the context of US-Latinx literary works to understand cultural values, beliefs, and practices (AL1) (AL2) (CL1);
  5. evaluate the historical and cultural significance and/or artistic merit of literary works, supported by textual evidence (AL1) (AL2) ;
  6. relate the content, form, and themes of US-Latinx literary works to modern events, other media, and their own lives and use it a lens to understand power, privilege, and cultural perspective (AL1) (AL2) (CL1);
-

## AAOT/ASOT GENERAL EDUCATION OUTCOMES

### COURSE OUTLINE MAPPING CHART

#### Mark outcomes addressed by the course:

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

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

##### WR: Writing Outcomes

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

##### SP: Speech/Oral Communication Outcomes

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

##### MA: Mathematics Outcomes:

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

##### AL: Arts and Letters Outcomes

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

##### SS: Social Science Outcomes

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

##### SC: Science or Computer Science Outcomes

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

- ✓ General Examination
- ✓ Presentations
- ✓ Thesis/Research Project
- ✓ Rubrics
- ✓ Projects
- ✓ Writing Assignments
- ✓ Multiple Choice Test

:

Major Topic Outline:

- 1. The genres: fiction, poetry, essay, drama, film
- 2. Latinx culture and its representation in and through literature.
- 3. U.S.-Latino landscapes and geography: Mexico and the modern US-Mexican border, Cuba, Puerto Rico, The Dominican Republic, and the United States
- 4. Spaces where the Latinx identity is shaped and defined: the home, the street, at work, and history.
- 5. Complex/overlapping issues of language expression and cultural identity, assimilation, and intergenerational conflicts.
- 6. Sense of Self: native, exiled and immigrant, transcultured
- 7. Critical thinking about issues in the world and to recognize power, privilege and cultural perspectives.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

- ✓ EOU (Eastern Oregon University)
- ✓ PSU (Portland State University)
- ✓ OIT (Oregon Institute of Technology)
- ✓ SOU (Southern Oregon University)

✓ OSU (Oregon State University)

✓ OSU-Cascade

✓ UO (University of Oregon)

✓ WOU (Western Oregon University)

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

U of O: ENG 243. Introduction to Chicano and Latino Literature.

How does it transfer? (Check all that apply)

✓ required or support for major

✓ general elective

:

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

✓ Other. Please explain.

The course will transfer for all students earning the AAT in Literature.

First term to be offered:

Next available term after approval

:

---

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

---

Show changes since last approval in red                  
   

**Section #1 General Course Information**

**Department:** English

**Submitter**

First Name: Carol  
Last Name: Burnell  
Phone: 3256  
Email: carolb

---

**Course Prefix and Number:** ENG - 218

---

**# 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:** Arthurian Literature

**Course Description:**

Explores the origins and development of Arthurian literature, focusing on the historical, cultural, social, and literary significance of original texts. Considers the Arthurian body of literature in the larger context of Western civilization and literary traditions, including its influence on contemporary literature, film, and art. Introduces theoretical approaches to literature and basic literary elements and terminology.

---

**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**No**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?



**Yes**

**Check which General Education requirement:**

**✓ Arts and Letters**

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

**No**

Are there prerequisites to this course?

**Yes**

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

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

**No**

Are there corequisites to this course?

**No**

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

**No**

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

**No**

Will this class use library resources?

**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 year**

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

**Student Learning Outcomes:**

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

1. interpret and analyze prominent examples of Arthurian literature (AL 1, AL 2);
  2. recognize and discuss literary elements common to the genres represented in Arthurian literature (AL 1);
  3. practice literary criticism based on close readings of course texts (AL 1, AL 2);
  4. construct and defend interpretations of literary works, including judgments of their historical significance and/or artistic merit, supported by textual evidence, in logically organized oral and written work using relevant technical and critical vocabulary (AL 1, AL 2);
  5. relate the content, form, and themes of literary works to global and local issues, modern events, other media, and their own lives (AL 2);
  6. make use of the creative process to enrich their quality of life through course projects and activities (AL 1);
  7. work successfully in a group and learn actively, using skills such as note taking, research, discussion, collaboration, presentation, questioning, and listening.
-

## AAOT/ASOT GENERAL EDUCATION OUTCOMES

### COURSE OUTLINE MAPPING CHART

#### Mark outcomes addressed by the course:

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

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

##### WR: Writing Outcomes

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

##### SP: Speech/Oral Communication Outcomes

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

##### MA: Mathematics Outcomes:

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

##### AL: Arts and Letters Outcomes

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

##### SS: Social Science Outcomes

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

##### SC: Science or Computer Science Outcomes

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

- ✓ Presentations
- ✓ Criteria
- ✓ Rubrics
- ✓ Projects
- ✓ Writing Assignments
- ✓ Checklist

Major Topic Outline:

1. Origins of Arthurian literature, including Celtic myth and various historical references.
2. Genres represented in Arthurian literature.
3. Literary chronology, using original texts, some in translation.
4. Major themes: Holy Grail, chivalric code, hero's quest/journey, the Round Table, courtly love, abduction and adultery, gender roles, religious influence, contemporary literature/film/art.

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)

- ✓ UO (University of Oregon)

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

UO: ENG 225, Age of Arthur

How does it transfer? (Check all that apply)

**required or support for major**

**general elective**

:

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

**Other. Please explain.**

[UO catalog](#)

First term to be offered:

**Next available term after approval**

:

---

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

---

Show changes since last approval in red               
  

**Section #1 General Course Information**

**Department:** English

**Submitter**

First Name: **Ryan**  
Last Name: **Davis**  
Phone:     **3258**  
Email:     **ryand**

---

**Course Prefix and Number:** ENG - 225

---

**# Credits:** 4

**Contact hours**

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

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

---

**Course Title:** Creative Nonfiction Literature

**Course Description:**

Discussion and analysis of various types of creative nonfiction such as literary journalism, memoirs, nature or science writing, literary travel writing, and personal essays.

---

**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**Yes**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**No**

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

**No**

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

**No**

Are there prerequisites to this course?

**Yes**

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

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

**No**

Are there corequisites to this course?

**No**

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

**No**

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

**No**

Will this class use library resources?

**Yes**

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

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

**GRADING METHOD:**

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

## ✓ Not every year

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

Student Learning Outcomes:

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

1. read and analyze various types of creative nonfiction, such as literary journalism, memoir, nature or science writing, travel writing, and personal essay;
2. practice literary criticism based on close readings of the text;
3. recognize and discuss elements of the types of creative nonfiction, including description, narration, process analysis, comparative analysis, analogy, metaphor, dialogue, etc.;
4. articulate ideas about nonfiction literature in logically organized oral and written work using relevant technical and critical vocabulary;
5. relate the content, form, and themes of a variety of nonfiction works to modern events, other media, and their own lives.

---

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

---

Major Topic Outline:

1. Selected fourth genre readings. Assignments, exercises, and discussions designed to explore types of creative nonfiction, to include the following.
  - a. Memoirs and Personal Essays.
  - b. Nature and Science Writing.
  - c. Literary Journalism (Immersion Writing).
  - d. Literary Travel Writing.
2. Writing projects.
  - a. Two to three essays of analysis and/or creative response.
  - b. Informal writings (in-class writings, journaling).
3. Presentations.
  - a. Individual and group presentations exploring writers' lives, locations, subject matter, or writing.
  - b. Outside Reading Project. Report or presentation on a book chosen from a pre-selected list.

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)

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

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

OSU: ENG-107  
UO: ENG-205  
(reference: current catalogs)

How does it transfer? (Check all that apply)

required or support for major

general elective

:

First term to be offered:

Next available term after approval

:

---

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

---

Show changes since last approval in red               
  

**Section #1 General Course Information**

**Department:** English

**Submitter**

First Name: Sue  
Last Name: Mach  
Phone: 3262  
Email: suema

---

**Course Prefix and Number:** ENG - 230

---

**# Credits:** 4

**Contact hours**

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

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

---

**Course Title:** Documentary Film

**Course Description:**

This course will focus on documentary film history and theory. Students will learn to analyze documentary film and appreciate its value as a mode of cultural expression and influence.

---

**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**No**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**No**

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

**No**

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

**No**

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**Yes**

**Recommendations:** WRD-098 or placement in WR-121

**Requirements:**

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

**No**

Will this class use library resources?

**Yes**

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

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

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

**GRADING METHOD:**

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

**✓ 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 demonstrate an understanding of the types of documentary film;
2. examine the history of documentary film and its evolution as an art form;
3. demonstrate comprehension of documentary film theory and production terminology;
4. analyze documentary film through critical viewing, researching, and writing.

---

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

---

Major Topic Outline:

1. Introduction to types of documentary film.
2. Overview of documentary film history.
3. Study of documentary film theory and production language and processes.
4. Documentary film analysis.

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)**

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

ENGL-195

How does it transfer? (Check all that apply)

✓ **general elective**

:

First term to be offered:

**Next available term after approval**

:

---

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

---

Show changes since last approval in red               
  

**Section #1 General Course Information**

**Department:** English

**Submitter**

First Name: Carol  
Last Name: Burnell  
Phone: 3256  
Email: carolb

---

**Course Prefix and Number:** ENG - 261

---

**# 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:** Literature of Science Fiction

**Course Description:**

Explores historical, cultural, social, and literary significance of science fiction literature; places science fiction into the larger context of World literature and literary tradition. Considers how science fiction is often a lens to examine cultural themes such as gender, sexuality, race, and other ways that humans focus on difference; introduces theoretical approaches and basic literary elements and terminology.

---

**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**No**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**Yes**

**Check which General Education requirement:**

**✓ Arts and Letters**

**✓ Cultural Literacy**

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

**No**

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**Yes**

**Recommendations:** WRD-098 or placement in WR-121

**Requirements:**

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

**No**

Will this class use library resources?

**Yes**

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

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

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

**GRADING METHOD:**

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

## ✓ Spring

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

**Student Learning Outcomes:**

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

1. interpret and analyze prominent examples of science fiction (AL 1, AL 2);
  2. recognize and discuss literary elements common to science fiction (AL 1);
  3. practice literary criticism based on close readings of course texts (AL 1, AL 2);
  4. construct and defend interpretations of literary works supported by textual evidence in logically organized oral and written work using relevant technical and critical vocabulary (AL 1, AL 2);
  5. examine and analyze the methods used in science fiction to illustrate power and privilege in human cultures (CL 1);
  6. evaluate literary works for their historical significance and/or artistic merit (AL 1, CL 1);
  7. relate the content, form, and themes of literary works to global and local issues, modern events, other media, and their own lives (AL 2);
  8. make use of the creative process to enrich their quality of life through course projects and activities (AL 1);
  9. contribute to their own and their peers' knowledge through collaborative group work, note-taking, research, discussion, presentation, questioning, and listening.
-



## AAOT/ASOT GENERAL EDUCATION OUTCOMES

### COURSE OUTLINE MAPPING CHART

#### Mark outcomes addressed by the course:

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

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

##### WR: Writing Outcomes

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

##### SP: Speech/Oral Communication Outcomes

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

##### MA: Mathematics Outcomes:

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

##### AL: Arts and Letters Outcomes

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

##### SS: Social Science Outcomes

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

##### SC: Science or Computer Science Outcomes

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

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

Outcomes Assessment Strategies:

- ✓ Presentations
- ✓ Projects
- ✓ Writing Assignments
- ✓ Criteria
- ✓ Rubrics
- ✓ Checklist

:

Major Topic Outline:

- 1. Social, historical, and narrative function of science fiction.
- 2. Representative authors, stories, novels, and films.
- 3. Science fiction as a means of examining difference in power and privilege.
- 4. Study of historical and contemporary themes in science fiction.
- 5. Literary analysis of science fiction.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

- ✓ PSU (Portland State University)
- ✓ UO (University of Oregon)

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

PSU: accepts up to 3 200 level literature courses in the major; UO: ENG 205 Genre (Topic); EOU, SOU, WOU, OSU accept up to 2 200 level ENG courses in the major

How does it transfer? (Check all that apply)

**required or support for major**

**general elective**

:

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

**Other. Please explain.**

PSU and UO Catalog; statewide AS in English

First term to be offered:

**Next available term after approval**

:

---

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

---

Show changes since last approval in red                  
   

**Section #1 General Course Information**

**Department:** English

**Submitter**

First Name: **Amanda**  
Last Name: **Coffey**  
Phone: **3257**  
Email: **amandac**

---

**Course Prefix and Number:** ENG - 280

---

**# Credits:** 6

**Contact hours**

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

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

---

**Course Title:** English/CWE

**Course Description:**

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

---

**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**Yes**

Can this course be repeated for credit in a degree?

**Yes**

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

Is general education certification being sought at this time?

**No**

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

**No**

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

**No**

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**Yes**

**Co-reqs:** CWE-281

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

**Yes**

**Recommendations:**

**Requirements:** Student Petition.

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

**No**

Will this class use library resources?

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

**GRADING METHOD:**

A-F or Pass/No Pass

**Audit: No**

When do you plan to offer this course?

✓ **Summer**

✓ **Fall**

✓ **Winter**

✓ **Spring**

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

**Student Learning Outcomes:**

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

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

---

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

---

**Major Topic Outline:**

1. Students earn cooperative work education course credit by working in jobs that are directly related to their program major at Clackamas Community College.
2. Students in cooperation with their instructor and supervisor will set and accomplish 5 different meaningful, measurable, learning outcomes that will significantly improve their performance on the job.
3. Students, employer, and CWE instructor will meet three times during the term.
4. Students will attend CWE seminar lecture.

**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)**

✓ **UO (University of Oregon)**

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

Both PSU and UO offer CWE; also transfers as part of a transfer agreement with PSU for our English A.S. degree (see transfer agreements)

How does it transfer? (Check all that apply)

✓ **required or support for major**

✓ **general elective**

:

First term to be offered:

**Next available term after approval**

:

---

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

---

Show changes since last approval in red

Print

Edit

Delete

Back

Reject

Publish

**Section #1 General Course Information**

**Department:** English

**Submitter**

First Name: **Amanda**

Last Name: **Coffey**

Phone: **X3257**

Email: **amandac**

---

**Course Prefix and Number:** ENG - 297

---

**# 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:** A.S. Degree Portfolio

**Course Description:**

This course provides the opportunity for A.S. Degree students to revise, edit, reflect upon, and compile their best work from their various focus areas to meet the outcomes for the program and prepare for transfer to a university.

---

**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):** A.S. Degree in English

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**Yes**

**Recommendations:**

**Requirements:** Students must be in the second year of their course of study, and have the majority of their focus area and transfer requirements complete

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

**No**

Will this class use library resources?

**Yes**

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

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

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

**GRADING METHOD:**

A-F or Pass/No Pass

**Audit: No**

When do you plan to offer this course?

✓ **Summer**

✓ **Fall**

✓ **Winter**

## ✓ Spring

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

Student Learning Outcomes:

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

1. identify research methods for specific topics;
2. interpret and analyze a variety of texts based on close reading and analysis;
3. construct sound academic arguments that prove an understanding of rhetorical conventions;
4. rewrite and edit work after reflection upon peer and instructor feedback;
5. collaborate with peers on writing projects and presentations;
6. connect with four-year institutions to explore transfer options.

Creative Writing and Publishing students will additionally:

1. complete a short play, and/or screenplay, and/or series of poems, and/or collection of creative nonfiction pieces, and/or compilation of short stories, and/or text for a graphic novel;
2. demonstrate an understanding of independent publishing and production;
3. discover and/or create opportunities for professional publishing and production.

---

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

---

Major Topic Outline:

1. Portfolio Construction
2. Reflection Letter
3. Revising Documents for Publication
4. Preparing for University Transfer

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)

**See letter of agreement with PSU**

How does it transfer? (Check all that apply)

**required or support for major**

:

First term to be offered:

**Next available term after approval**

:

---

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

---

Show changes since last approval in red                  
   

**Section #1 General Course Information**

**Department:** HLPE

**Submitter**

First Name: Tim  
Last Name: Pantages  
Phone: 3792  
Email: timp

---

**Course Prefix and Number:** HE - 263

---

**# 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:** Body & Drugs III: Marijuana

**Course Description:**

The third of a four-course sequence. This course will examine marijuana in all of its forms as a drug and a medicine, as well as its non-drug uses. Explores current research about marijuana's physiological and psychological effects on the user, as well as its addictiveness. Reviews historical and current medical uses of marijuana and cannabinoids, including an overview of Oregon's Medical Marijuana Program. Reviews Oregon's new recreational use legislation.

---

**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):** Human Services, Health Fitness Technology

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** HE-163

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

**No**

Are there corequisites to this course?

**No**

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

**No**

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

**No**

Will this class use library resources?

**Yes**

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

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

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**Yes**

**Area:** Physical Education/Health

**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 the major psychoactive chemical constituents of cannabis,
2. summarize the physiological effects of marijuana on the major organ systems of the body,
3. summarize the potential psychological effects of marijuana use,
4. identify current medical uses of cannabis,
5. explain the Federal and State laws governing personal and medical use of marijuana,
6. summarize non-drug-related uses of cannabis.

---

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

---

Major Topic Outline:

- I. The chemistry of cannabis
- II. Physiological and psychological effects of use
- III. Medical marijuana
- IV. Federal and State Legal Issues
- V. Non-drug uses of cannabis

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

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

How does it transfer? (Check all that apply)

general elective

:

First term to be offered:

---

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

---

Show changes since last approval in red               
  

**Section #1 General Course Information**

**Department:** HLPE

**Submitter**

First Name: Tim  
Last Name: Pantages  
Phone: 3792  
Email: timp

---

**Course Prefix and Number:** HE - 264

---

**# 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:** Body & Drugs IV: Other Drugs, Other Addictions

**Course Description:**

The fourth of a four-course offering, this course examines other drugs/addictive behaviors beyond alcohol and marijuana. The class will select the drugs/addictive behaviors (one from each of the following categories: stimulants, depressants, hallucinogens, other drugs/addictions) that they wish to discuss. Students will learn the history and the physiological and psychological impact of the selected drugs. Gambling addiction is a mandatory topic, which is required for the CADC I State certification.

---

**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):** Human Services, Health Fitness Technology

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** HE-163

**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:** Physical Education/Health

**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 the drug category of gambling and the drugs/addictive behaviors selected by the class to discuss,
2. describe the neurochemical and neurophysiological effects of gambling and each of the additional selected drugs/addictive behaviors,
3. summarize accepted treatment methods for gambling and each of the additional selected drugs/addictive behaviors,
4. summarize the history of gambling and each of the selected drugs/addictive behaviors.

---

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

---

Major Topic Outline:

1. Class will select drugs/addictive behaviors to be discussed during the term from one of the following drug categories:
  - a. Stimulants
  - b. Depressants
  - c. Hallucinogens
  - d. "Other" Drugs/Addictive behaviors
2. For each drug/addictive behavior selected, we will study its:
  - a. General classification and sub-group (if any)
  - b. History
  - c. Physiological and psychological effects and side-effects
  - d. Common treatment modalities

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

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

How does it transfer? (Check all that apply)

general elective

:

First term to be offered:

Next available term after approval

:

---

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

---

Show changes since last approval in red

Print

Edit

Delete

Back

Reject

Publish

**Section #1 General Course Information**

**Department:** Horticulture

**Submitter**

First Name: April

Last Name: Chastain

Phone: 3055

Email: april.chastain

---

**Course Prefix and Number:** HOR - 133

---

**# 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:** Horticulture Practicum/Winter

**Course Description:**

Practical experience with seasonal (winter) horticulture activities in the areas of container nurseries, greenhouses, and landscape management.

---

**Type of Course:** Career Technical Preparatory

Is this class challengeable?

**Yes**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**No**

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

**No**

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

**Yes**

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

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** HOR-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?

**No**

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

**No**

Will this class use library resources?

**Yes**

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

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

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

**GRADING METHOD:**

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

**✓ Winter**

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

Student Learning Outcomes:

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

1. demonstrate skills in industry-standard horticulture practices for winter;
2. demonstrate skills in appropriate pruning methods for woody landscape plants;
3. demonstrate skills in propagating plants from seeds and cuttings in the greenhouse environment;
4. apply teamwork and communication skills.

---

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

---

Major Topic Outline:

1. Nursery/Greenhouse.
  - a. Cutting collection.
  - b. Media preparation.
  - c. Cutting making: hormones, sticking and spacing.
  - d. Crop records.
  - e. Propagation of bedding plants from seed.
  - f. Efficient method for potting up rooted cuttings and plugs.
  - g. Monitoring/maintaining conditions for overwintering plants in the hoophouse.
2. Landscape practices.
  - a. Pruning trees and shrubs.
  - b. Winter activities in the landscape.
  - c. Develop a maintenance plan for the following season
3. Teamwork and Communication
  - a. Participate as effective team members in project assignments and contribute fairly to the task
  - b. Work safely around others
  - c. Interpret written or spoken directions to complete a task
  - d. Track and analyze labor and production rates

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%

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

---

Show changes since last approval in red                  
   

**Section #1 General Course Information**

**Department:** Horticulture

**Submitter**

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

---

**Course Prefix and Number:** HOR - 215

---

**# Credits:** 3

**Contact hours**

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

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

---

**Course Title:** Herbaceous Perennials

**Course Description:**

The identification, propagation, selection and garden culture as well as individual attributes of herbaceous perennial plants, including the evolution of perennial garden design and current gardening styles. Oregon State University transfer course.

---

**Type of Course:** Career Technical Preparatory

Is this class challengeable?

**Yes**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**No**

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

**No**

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

**Yes**

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

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**No**

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

**No**

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

**No**

Will this class use library resources?

**Yes**

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

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

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

**GRADING METHOD:**

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

**✓ Spring**

Is this course equivalent to another?



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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

**Student Learning Outcomes:**

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

1. select herbaceous perennials for use in ornamental gardens;
2. describe successful methods for propagation of plants and their growth in the garden;
3. propagate a selection of herbaceous perennials from seed;
4. identify specific species that are common in PNW gardens;
5. design and manage herbaceous perennial gardens.

---

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

---

**Major Topic Outline:**

1. Garden plant selection.
  - a. Using herbaceous perennials to develop seasonal garden beauty.
  - b. Plant selection for particular garden environments.
  - c. Site selection and arrangement of herbaceous perennials in the garden.
  - d. Sources of herbaceous perennial plants.
2. Plant propagation.
  - a. Selecting propagation methods.
  - b. Sexual propagation.
  - c. Asexual propagation.
  - d. Propagation equipment.
  - e. Propagation record keeping.
3. Plant identification.
  - a. Leaf forms.
  - b. Flower types.
  - c. Fruit types.
  - d. Family characteristics.
4. Garden management.
  - a. Soil management.
  - b. Integrated pest management.
  - c. Irrigation management.
  - d. Staking.
  - e. Planting.
  - f. Transplanting.
  - g. Pruning.

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

Percent of course: 10%

First term to be offered:

**Next available term after approval**

:

---

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

---

Show changes since last approval in red              
  

**Section #1 General Course Information**

**Department:** Horticulture

**Submitter**

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

---

**Course Prefix and Number:** HOR - 230

---

**# Credits:** 2

**Contact hours**

Lecture (# of hours): 11  
Lec/lab (# of hours):  
Lab (# of hours): 33  
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:** Equipment Operation & Maintenance

**Course Description:**

The selection, safe operation, and maintenance of power driven machines in horticultural operations. Includes hands on experience with mowing equipment, rototillers, chain saws, edgers, shears, tractors, chippers, and skid steer.

---

**Type of Course:** Career Technical Preparatory

Is this class challengeable?

**Yes**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**No**

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

**No**

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

**Yes**

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

Are there prerequisites to this course?

**No**

Are there corequisites to this course?

**Yes**

**Co-reqs:** HOR-230L

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

**No**

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

**No**

Will this class use library resources?

**Yes**

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

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

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

**GRADING METHOD:**

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

**✓ Winter**

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

Student Learning Outcomes:

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

1. explain the fundamentals of diesel, 2 and 4-cycle engine operation;
2. safely operate equipment common to the industry;
3. safely troubleshoot and perform basic maintenance on equipment;
4. identify practices required to refine operations expertise.

---

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

---

Major Topic Outline:

1. Safely working with power equipment.
2. Choosing the proper tool for the job.
3. Fundamentals of engine operation.
4. Basic machine maintenance.
5. Hands on experience with power equipment like a wood chipper, rototiller, chainsaw, skid steer, and tractor.

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>Yes</b> |
| 5. Supports green services           | <b>Yes</b> |

Percent of course: 10%

First term to be offered:

**Next available term after approval**

:



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

---

Show changes since last approval in red               
  

**Section #1 General Course Information**

**Department:** English

**Submitter**

First Name: **Amanda**  
Last Name: **Coffey**  
Phone: **3257**  
Email: **amandac**

---

**Course Prefix and Number:** WR - 222

---

**# 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:** English Composition

**Course Description:**

**A course in writing university-level research papers and pursuing lifelong learning through advanced research. Students continue to develop their information and research literacy by carrying out inquiry-driven research; this involves a variety of research skills and tools and an emphasis on locating, assessing, and working with college library resources.**

---

**Type of Course:** Lower Division Collegiate

**Is this class challengeable?**

**No**

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

**No**

**Is general education certification being sought at this time?**

**No**

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

**No**

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

**No**

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** WR-122

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

**No**

Are there corequisites to this course?

**No**

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

**No**

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

**No**

Will this class use library resources?

**Yes**

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

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

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**Yes**

**Area:** Communication

**GRADING METHOD:**

A-F Only

**Audit: Yes**

When do you plan to offer this course?

## ✓ Not every year

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

Student Learning Outcomes:

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

1. define and focus original academic research topics, and choose an academic research paper format appropriate to their goals;
2. conduct creative and thorough research, considering a broad range of sources, evaluating their credibility, and finding new connections between them;
3. understand the differences between authoritative sources and those that have been through a professional peer review process;
4. take effective notes that demonstrate critical thinking—notes that build on, question, and connect sources, in addition to skillfully summarizing, paraphrasing, and quoting them;
5. incorporate source material into their writing, framing it clearly and with sufficient context, drawing inferences and conclusions based on it, and citing it ethically using an academic documentation style such as M.L.A or A.P.A.;
6. follow a revision-based writing process to produce a research paper of at least twelve pages, using a variety of rhetorical tools to develop an original argument, and drawing on at least fifteen sources, at least one-third of which are from college library resources;
7. write clearly and complexly, in an academic style and tone appropriate to the academic discipline of their topic, with no basic grammatical or mechanical errors;
8. Work effectively with their fellow students, sharing their work--both in progress and final--and providing constructive feedback to others.

---

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

---

Major Topic Outline:

1. Defining, narrowing, and focusing an original academic topic suitable for a college research paper.
2. Differentiating between the major types of research paper (analytical, argumentative, primary research report, literary analysis, IMRAD) and choosing the form most appropriate to your goals.
3. Conducting thorough and creative research using a variety of tools and emphasizing scholarly sources.
4. Independently organizing and assessing the credibility of sources and reading them critically; this includes understanding the different natures and uses of primary, secondary, and tertiary source materials.
5. Taking effective notes that go beyond summary, paraphrase, and quotation—notes that question, connect, and build on sources.
6. Demonstrating critical thinking and problem-solving by exploring and drawing reasonable inferences from a variety of sources; perceiving and demonstrating relationships among those sources and your own writing.
7. Incorporating source material into your writing by framing it clearly and logically; choosing source materials appropriately; and working with sufficient context.
8. Using appropriate rhetorical skills (including summary, evaluation, analysis, argument, critique, and synthesis) to produce an organized, structurally sound research paper.
9. Using varied and balanced sources.



10. Using rhetorical strategies, including rebuttal and refutation of opposing viewpoints.
11. Audience awareness: tone, content selection, and style.
12. Ethical issues surrounding research and information use
13. Academic documentation styles such as M.L.A.
14. Using quotation, paraphrase, and summary skillfully in handling sources; citing source material properly and avoiding plagiarism.
15. Writing clearly, in an appropriate style, with no basic grammatical or mechanical errors.
16. Working effectively with others, sharing your work in progress, and providing constructive feedback.
17. Presenting your research to others.

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)

How does it transfer? (Check all that apply)

**general elective**

:

First term to be offered:

**Next available term after approval**

:

---

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

---

Show changes since last approval in red               
  

**Section #1 General Course Information**

**Department:** English

**Submitter**

First Name: **Matt**  
Last Name: **Warren**  
Phone: **6199**  
Email: **matthew.warren**

---

**Course Prefix and Number:** WR - 246

---

**# Credits:** 4

**Contact hours**

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

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

---

**Course Title:** Editing & Publishing

**Course Description:**

This course is for students with an interest in creative writing and/or literary journal design, layout, and publication who wish to develop editing and publishing skills. Students work collaboratively as editors to contribute to the production of a literary journal. This course may be repeated for up to 8 credits.

---

**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**No**

Can this course be repeated for credit in a degree?

**Yes**

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

Is general education certification being sought at this time?

**No**

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

**No**

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

**No**

Are there prerequisites to this course?

**Yes**

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

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

**No**

Are there corequisites to this course?

**No**

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

**No**

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

**No**

Will this class use library resources?

**Yes**

Have you talked with a librarian regarding that impact?

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

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

GRADING METHOD:

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

✓ **Winter**

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

Student Learning Outcomes:

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

1. explore literary journals and develop a sense of literary criticism based on fundamental criteria;
2. examine different styles in contemporary creative writing and demonstrate the ability to identify creative writing suitable for publication;
3. critique the work of other writers, draft and revise editorial suggestions, and communicate editorial decisions to authors;
4. develop and apply various methods of revision to edit a publication of other writers' works;
5. draft, critique, revise, and edit supplemental copy for publication;
6. apply elements of desktop publishing to prepare and produce files for publication.

---

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

---

Major Topic Outline:

1. Analyze other literary journals critically and appreciatively.
2. Contribute to and help define a set of principles to differentiate between writing that is competent and writing that is suitable for publication.
3. Edit and create a literary journal.
4. Learn the basics of desktop publishing, design and layout, using industry-standard technology.
5. Work as a group with individual values toward a common goal of publishing a literary journal within a predetermined time frame.

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)

Sophomore Inquiry

How does it transfer? (Check all that apply)

**required or support for major**

**general elective**

:

First term to be offered:

**Next available term after approval**

:

---

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

---

Show changes since last approval in red

Print

Edit

Delete

Back

Reject

Publish

### Section #1 General Course Information

**Department:** English

**Submitter**

First Name: **Matt**

Last Name: **Warren**

Phone: **6199**

Email: **matthew.warren**

---

**Course Prefix and Number:** WR - 248

---

**# 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:** Bookmaking: Design and Layout

**Course Description:**

This course covers the design and layout process to produce and publish manuscripts in book form. It includes basic design theory and the step-by-step process for laying out a manuscript using professional design software. Students will also learn how to submit publishable files for print-on-demand. This course may be repeated for up to 8 credits.

---

**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**No**

Can this course be repeated for credit in a degree?

**Yes**

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

Is general education certification being sought at this time?

**Yes**

**Check which General Education requirement:**

**✓ Arts and Letters**

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

**Yes**

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

Are there prerequisites to this course?

**Yes**

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

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

**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

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. organize and prepare source files for book design and production processes;
  2. perform, compile, and apply research of genre-specific book design conventions in the design and production processes;
  3. understand and apply basic principles of book design theory to conceive layout concept;
  4. draft, revise, and edit design layouts using industry-standard software and hardware;
  5. troubleshoot and solve common design and layout problems that may occur in the production process;
  6. navigate print-on-demand and similar publishing platforms.
-



## AAOT/ASOT GENERAL EDUCATION OUTCOMES

### COURSE OUTLINE MAPPING CHART

#### Mark outcomes addressed by the course:

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

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

##### WR: Writing Outcomes

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

##### SP: Speech/Oral Communication Outcomes

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

##### MA: Mathematics Outcomes:

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

##### AL: Arts and Letters Outcomes

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

##### SS: Social Science Outcomes

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

##### SC: Science or Computer Science Outcomes

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

CL: Cultural Literacy Outcome

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

Outcomes Assessment Strategies:

✓ Projects

✓ Criteria  
✓ Rubrics

✓ Portfolios

:

Major Topic Outline:

1. Research and analyze book design conventions.
2. Learn and navigate industry-standard design technology.
3. Draft, revise, and edit designs and layouts.
4. Create and manage a design and production process.

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)

## Sophomore Inquiry

How does it transfer? (Check all that apply)

✓ required or support for major

✓ general elective

:

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

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

First term to be offered:

Next available term after approval

:

---

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

---

Show changes since last approval in red                  
   

**Section #1 General Course Information**

**Department:** English

**Submitter**

First Name: Matt  
Last Name: Warren  
Phone: 503-594-6199  
Email: matthew.warren

---

**Course Prefix and Number:** WR - 250

---

**# 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:** Book Promotion

**Course Description:**

The purpose of this course is to understand the role of marketing in book publishing, and to develop the necessary skills to create promotional materials including marketing plans, tip sheets, press releases, and collateral.

---

**Type of Course:** Lower Division Collegiate

Is this class challengeable?

**No**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**No**

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

**No**

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

**No**

Are there prerequisites to this course?

**Yes**

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

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

**No**

Are there corequisites to this course?

**No**

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

**No**

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

**No**

Will this class use library resources?

**Yes**

Have you talked with a librarian regarding that impact?

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

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

GRADING METHOD:

A-F or Pass/No Pass

**Audit: No**

When do you plan to offer this course?

✓ **Spring**

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

Student Learning Outcomes:

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

1. develop, implement, and contribute to a marketing and promotion plan for a publication;
2. draft, revise, and edit marketing and promotional materials using industry-standard technology;
3. troubleshoot and solve common production problems to meet publishing deadlines;
4. create partnerships with local publishing entities for promotional purposes.

---

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

---

Major Topic Outline:

1. Develop and implement a marketing and promotion plan for book publication.
2. Create and distribute marketing and promotional materials.
3. Market and promote a literary journal.

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)

**Sophomore Inquiry**

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**

:

---

---

**February 17, 2023**

<b>Course</b>	<b>Current Hours/Credits</b>	<b>Proposed Hours/Credits</b>
HOR-263	66 LAB/2 Credits	44 LE/LA/2 Credits



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

---

Show changes since last approval in red               
  

**Section #1 General Course Information**

**Department:** Horticulture

**Submitter**

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

---

**Course Prefix and Number:** HOR - 263

---

**# 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:** Plant Health Care Practicum

**Course Description:**

Experience best management practices in Plant Health Care for trees and shrubs of the Pacific Northwest. Synthesize information from pre-requisite courses to evaluate work sites for risk, plant health, and pathogens. Propose maintenance schedules and adapt them based on customer interaction. Working as a team, maintain landscapes on CCC properties using hand and power tools such as shears, saws, mowers, chippers, and sprayers.

---

**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):** Arboriculture AAS

Are there prerequisites to this course?

**Yes**

**Pre-reqs:** HOR-115, HOR-131 and HOR-216. HOR-236 or HOR-237

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

**No**

Are there corequisites to this course?

**No**

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

**No**

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

**No**

Will this class use library resources?

**Yes**

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

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

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

**GRADING METHOD:**

A-F or Pass/No Pass

**Audit: Yes**

When do you plan to offer this course?

## ✓ Spring

Is this course equivalent to another?

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

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

**Student Learning Outcomes:**

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

1. evaluate managed landscapes for pathogens, risk, and maintenance needs;
2. demonstrate competency with battery and gas-powered tools for cutting, chipping, and spraying plants in suburban landscapes;
3. explain the concepts of Integrated Pest Management and Plant Health Care to the general public;
4. Predict and differentiate the behaviors of clients, bystanders, and those on the crew as relates to risk around a work site;
5. explain to a potential customer the value of preventative vs. reactive plant health care practices;
6. prepared to take the ODA Ornamental & Turf Insecticide/Fungicide exam.

---

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

---

**Major Topic Outline:**

- 1.Plant Health Care (IPM) Practices
  - a.Structural training of young trees
  - b.Safe tree removal in urban settings
  - c.Maintenance pruning of trees and shrubs to improve health
  - d.Tree and shrub fertilization and soil amendment techniques
  - e.Tree injection techniques
  - f.Tree and shrub spraying techniques for pest problems
  - g.Soil compaction modification approaches
  - h.Tree planting technique – bare root, ball and burlap, container
  - i.Tree protection practices at construction sites
- 2.Site Assessment Practices
  - a.Plant Health Care site inspections, treatments and reports
  - b.Electrical hazard awareness when working with trees
  - c.Hazard tree identification
  - d.Evaluation of key plants in landscape
  - e.Water audit interpretation
- 3.Perform Worksite Management Activities
  - a.Personal protective equipment
  - b.Hazard awareness
  - c.Staging the site
  - d.Communication between ground & aerial workers
  - e.Communication with public near work area
  - f.Protection of non-target items
  - g.Traffic & noise considerations
- 4.Perform Safe Equipment Operation

- a.Chainsaw
- b.Chipper
- c.Truck & trailer
- 5.Practice Customer Interaction
  - a.Convey understandable Plant Health Care information to customer
  - b.Market strategies for Plant Health Care practices
- 6.Oregon Department of Agriculture Ornamental & Turf Insecticide/Fungicide exam

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>Yes</b> |
| 4. Clean up natural environment      | <b>Yes</b> |
| 5. Supports green services           | <b>Yes</b> |

Percent of course: 30%

First term to be offered:

**Next available term after approval**

:

---



## New Programs

---

February 17, 2023

Program	Implementation
AST Computer Science	2023/SU

## Student Guide 2023-2024

### Associate of Science Transfer Degree (AST) - Computer Science

Requirements	Courses
<p>Writing 2 courses Information literacy will be included in the Writing requirement.</p>	<p><b>EOU, SOU, or WOU</b> WR-121Z and WR-122Z</p> <p><b>OSU, PSU, or UO</b> WR-121Z and WR-227Z</p>
<p>Communications 1 course</p>	<p><b>COMM- 111</b></p>
<p>Mathematics 4 to 6 courses</p>	<p><b>EOU, SOU, or WOU</b> MTH- 111Z, MTH-112Z, MTH-251, and MTH-252</p> <p><b>OSU, PSU, or UO</b> MTH-111Z, MTH-112Z, MTH-251, MTH-252, CS-250, CS-251</p>
<p><b>GENERAL EDUCATION DISTRIBUTION AREA</b></p> <p>Arts &amp; Letters</p> <ul style="list-style-type: none"> <li>• 2 courses</li> <li>• Each course must be at least 3 credits.</li> </ul>	<p>ART-101, 115, 117, 131, 204*, 205*, 206*, 232, 233, 250, 251, 252, 253, 254, 255, 257, 281, 282, 283, 284, 285, 286, 291, 292, 293</p> <p>ASL-201*, 202*, 203*</p> <p>COMM-112, 126*, 140*, 212, 218Z*, 219*, 227</p> <p>ENG-104, 105, 106, 107*, 108*, 109*, 116, 121, 130, 194, 195, 201, 202, 204, 205, 213*, 218, 226, 240*, 241*, 243*, 250*, 251*, 252*, 253, 254, 255, 260, 261*, 270, 271*, 272*, 273*, 295*, 296</p> <p>FR-201*, 202*, 203*</p> <p>HUM-235*, 237*, 240*, 241*, 242*</p> <p>J-211, 216</p> <p>MUS-105, 111, 112, 113, 205, 206*, 211, 212, 213</p> <p>PHL-101*, 102*, 103*, 205*, 210*, 213*, 216*</p> <p>R-101*, 102*, 103*, 204*, 210*, 211*, 212*</p> <p>SPN-201*, 202*, 203*</p> <p>SSC-237*</p> <p>TA-101, 102, 103, 111, 122, 123, 141, 142, 143, 153</p> <p>WR-240, 241*, 242, 243, 244*, 245, 247, 248, 262, 263, 265, 270</p> <p>WS-101*</p>
<p><b>GENERAL EDUCATION DISTRIBUTION AREA</b></p> <p>Social Science</p> <ul style="list-style-type: none"> <li>• 2 courses</li> <li>• Each course must be at least 3 credits.</li> </ul>	<p>ANT-101, 102*, 103*, 232*</p> <p>CJA-101, 201</p> <p>EC-201, 202</p> <p>GEO-100*, 110*, 130*, 208*</p> <p>HE-163, 164</p> <p>HST-101*, 102*, 103*, 130*, 131*, 132*, 136*, 137*, 138*, 201*, 202*, 203*</p> <p>HUM-237*</p> <p>PSY-200*, 201, 203, 204, 205, 225, 297</p> <p>PSY-200, 205*, 215, 219*, 231*</p> <p>SOC-204*, 205*, 206*, 210*, 225*</p> <p>SSC-235*, 237*, 240*, 241*, 242*</p> <p>WS-101*</p>
<p><b>GENERAL EDUCATION DISTRIBUTION AREA</b></p> <p>Natural Science</p> <ul style="list-style-type: none"> <li>• 2 lab science courses</li> <li>• Each course must be at least 4 credits.</li> </ul>	<p><b>EOU, SOU, or WOU</b> ASC-175, 176, 177</p> <p>BI-101, 102, 103, 112, 160L, 165CL, 165D, 175, 176, 177, 204, 211, 212, 213, 231, 232, 233, 234</p> <p>CH-104, 105, 106, 112, 114, 221, 222, 223</p> <p>ESR-171, 172, 173</p>

	<p>G-101, 102, 103, 148, 201, 202, 203  GS-104, 105, 106, 107  PH-121, 122, 123, 201, 202, 203, 211, 212, 213  Z-201, 202, 203</p> <p><b>OSU, PSU, or UO</b>  BI-211 and 212  Or  CH-221 and 222  Or  PH-211 and 212</p>
<p>Cultural Literacy</p> <ul style="list-style-type: none"> <li>• 1 course</li> </ul>	<p>Courses meeting the Cultural Literacy requirement are noted with an asterisk.</p>
<p>Computer Science Specific Requirements</p> <ul style="list-style-type: none"> <li>• 4-5 courses</li> </ul>	<p><b>EOU, SOU, or WOU:</b>  CS- 160, 161, 162, 260</p> <p><b>OSU, PSU, or UO</b>  CS-160, 161, 162, 205, 260</p>
<p>Elective Courses</p> <p>Any college-level course that would bring total credits to 90 credits.</p>	<ul style="list-style-type: none"> <li>- Any college-level course that would bring total credits to 90 credits</li> <li>- Other courses numbered 100 or above may be used in this area, which may include up to 12 credits of career technical courses</li> <li>- Please refer to the Elective Course List for courses that may be included</li> <li>- Up to 3 credits of PE courses</li> </ul>

\* *Course meets Cultural Literacy requirement.*

**NOTES**

All courses must be passed with a C or better

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