Curriculum Committee Agenda

April 7, 2023 (8-9:30am)

	Presenter	Action
1. Welcome and Introductions	**Chair**	
2. Approval of Minutes	**Chair**	Approval

3. Consent Agenda
  a. Course Number Changes
  b. Course Title Change
  c. Reviewed Outlines for Approval
	Chair	Approval

4. Course and Program Approvals
  a. **Wildland Fire Management AAS and Wildland Fire Science CC Amendments**
 	
  b. **AST Computer Science Amendment**
  c. **Entry Level Welder CPCC Amendment**
  d. **Course Inactivations**
    a. BA-212
  e. **Course Hours, Instructional Method, Credits Change**
    a. ECE-280
  f. **New Courses**
    a. APR-121ECE, 150ECE, 154ECE, 225ECE, 235ECE, 240ECE, 247ECE, 258ED, 280ECE, 281CWE
	Curriculum Office
	
	Jen Miller
	John Phelps
	Bev Forney
	
	Dawn Hendricks
	
	Dawn Hendricks
		Approval/23.SU
		
		Approval/23.SU
		Approval/23.SU
		Approval/23.SU
		
		Approval/23.SU
		
		Approval/23.SP

5. Old Business		
6. New Business a. PSU Race and Ethnic Studies Requirement	**Dustin Bare**	
7. Closing Comments a.		

Curriculum Committee Minutes

March 17, 2023 (8-9:30am)

Present: ASG (Bethany Day), Dustin Bare, Nora Brodnicki, Armetta Burney, Rick Carino, Elizabeth Carney, Amanda Coffey, 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, Tracy Nelson, David Plotkin, Lisa Reynolds, Terrie Sanne, Charles Siegfried, Casey Sims, Tara Sprehe, Chris Sweet, Sarah Steidl, Dru Urbassik, Andrea Vergun, Helen Wand
Guests: Melissa Jones
Absent: Hillary Abbott, George Burgess, Jim Wentworth-Plato (Alternate Chair)

1. **Welcome & Introductions**

2. **Approval of Minutes**
   a. Approval of the March 3, 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. **Course Inactivations**
      i. APR-236IEL
         1. Curriculum Office presented for Dan LoFaro
            a. Apprenticeship inactivated all the Inside Electrical (IE) APR courses at the 10/21/22 meeting but the Curriculum Office missed this one when providing the department with the list of IE courses.
            b. No longer offering the courses and it has already been removed from all programs.
      Motion to approve, approved
      ii. MTH-054
         1. Curriculum Office presented for Mark Yannotta and Sarah Parker
         2. This course was specific to the Medical Assistant CC program but was removed last meeting. There was overlap with MA courses and this course is no longer needed.
      Motion to approve, approved
   b. **Course Hours/Credits/Instructional Method Changes**
      i. MFG-209
         1. Mike Mattson presented
         2. Adding 11 lab hours. Credits remain at 3. Department is aware that 11 lab hours does not equal one full credit.
         3. It's a minor fix so that the class runs a full four hours per week and accurately reflects the content. Currently ends at 4:45 instead of 4:50 which is awkward.
         4. This item was tabled since there were questions about the 11 lab hours not equaling a full credit.
         5. Not approved. Put on agenda for next time.
      ii. J-215, 220, 221, 225, 235
         1. Melissa Jones presented
         2. All courses changing to 44 LECT. J-220 and 221 were already 4 credits.
      iii. ART-225, 226, 227, 262
         1. Nora Brodnicki presented
         2. All courses changing from 66 LE/LA, 3 Credits to 33 LECT, 33 LAB, 4 Credits.
         3. align with 4-year transfer institutions and to create consistency across our courses
      iv. DMC-106, 107, 108, 109, 205, 221, 222, 291, 292
         1. Nora Brodnicki presented
         2. All courses changing from 66 LE/LA, 3 Credits to 33 LECT, 33 LAB, 4 Credits.
         3. align with 4-year transfer institutions and to create consistency across our courses
   Motion to approve, approved

c. **Amendments**
  i. Digital Media Communications AAS
    1. Nora Brodnicki presented
    2. No change to total credits.
    3. ART-225, ART-226, ART-262, DMC-106, DMC-107, DMC-205, DMC-221, DMC-222, DMC-291, DMC-292, J-215 updated hours/credits.
    4. Adding SPN to list of elective subjects
  ii. Entry Level Journalist CPCC
    1. Nora Brodnicki presented
    2. DMC-291, J-215, J-220 updated hours/credits
    3. Total credits change from 44-45 to 42-43
  iii. Video Production Technician CPCC
    1. Nora Brodnicki presented
    2. DMC-106, DMC-291 updated hours/credits
    3. Total credits change from 36-37 to 38-39
  iv. Web Design & Development AAS
    1. Curriculum Office presented
    2. ART-225, ART-226, ART-227 updated hours/credits
    3. Total credits change from 94-96 to 97-99
  v. Web Design CC
    1. Curriculum Office presented
    2. ART-225, ART-226 updated hours/credits
    3. Total credits change from 52-56 to 54-57

Motion to approve, approved

d. **New Courses**
  i. BA-264
  ii. Bev Forney presented
    1. This course will replace BT-177 once it is inactivated. BT-177 is being retired and we are creating a course that will cover various tools that can be used in project management in addition to MS Project. BT-177 ONLY covers MS Project and we want our students to know all tools commonly used in the Project Management profession.

Motion to approve, approved

e. **Computer Science Program Amendments**
  i. Curriculum Office presented
  ii. Computer & Network Administration, AAS
  iii. Computer & Network Administration, CC
  iv. Computer Application Specialist, CC
  v. Same change to all three. Replacing BT-177 with BA-264 in the electives.

Motion to approve, approved

5. **Old Business**
  a.

6. **New Business**
  a. Courses Overdue and Due for Review 2022-2023
    i. Courses must be reviewed at least once every 5 years per ISP 160.
    ii. Courses that haven't been reviewed since 2012 or before are now marked as Overdue/Critical.
    iii. Turn in outlines even if there were no changes.
    iv. The list is posted under Additional Documents and is updated frequently. The link will be included in the Curriculum Committee approval email today.
  b. Courses Scheduled for Inactivation 2024
    i. Curriculum Office presented
    ii. This is the 1st of 3 reminders
    iii. Courses that haven't been offered since 2021/SP are scheduled for inactivation on 6/30/24.
    iv. To prevent inactivation, the course must be offered during the 23-24 year, OR JUST ASK US NOT TO INACTIVATE IT.
    v. The list is posted under Additional Documents and is updated frequently. The link will be included in the Curriculum Committee approval email today.
    vi. The 2nd reminder will be in October of the next academic year.
  c. Adding Registrar as Curriculum Committee Member
    i. Curriculum Chair presented
    ii. Request from Tara and Chris to add Registrar to the Committee

Motion to approve, approved
    d.   Writing and Reviewing Student Learning Outcomes
        i.   Elizabeth Carney presented
        ii. https://docs.google.com/presentation/d/1YqnilAtRjjM1Zcn0krL-RJc_bg2MYrmFm2PTPanYxPY/edit#slide=id.p

7. Closing Comments
    a.
-Meeting Adjourned-

Next Meeting: April 7, 2023 (8-9:30am)

1. Course Title Change

Course	Current Title	Proposed Title

2. Course Number Change

Course	Title	Proposed Course Number

3. Outlines Reviewed for Approval

Course	Title	Implementation
CJA-206	Trauma Informed Practices	2023/SU
CJA-215	Sexual Abuse and Human Trafficking	2023/SU
CWE-281	Cooperative Work Experience Seminar	2023/SU
ECE-121	Observation and Guidance I in ECE Settings	2023/SU
ECE-121ES	Observación y Orientación I en Educación Temprana	2023/SU
ECE-150	Introduction to Early Childhood Education & Family Studies	2023/SU
ECE-150ES	Introducción a la educación infantil y los estudios familiares	2023/SU
ECE-154	Language & Literacy Development in Young Children	2023/SU
ECE-154ES	Desarrollo del Lenguaje y la Alfabetización	2023/SU
ECE-235	Safety, Health and Nutrition	2023/SU
ECE-235ES	Seguridad, Salud, y Nutrición	2023/SU
ECE-240	Environments and Curriculum Planning	2023/SU
ECE-240ES	Ambientes y Planificación Curricular	2023/SU
ED-258	Multicultural Education	2023/SU
GIS-201	Introduction to Geographic Information Systems	2023/SU
GIS-202	Intermediate Geographic Information Systems	2023/SU
GIS-205	Cartography and Map Making	2023/SU
GIS-232	Data Collection & Application	2023/SU
GIS-236	Introduction to Programming for GIS	2023/SU
HDF-225	Prenatal, Infant & Toddler Development	2023/SU
HDF-225ES	Desarrollo de las Etapas Prenatal, Infantes y de Niños	2023/SU
HDF-247	Preschool Through Adolescent Child Development	2023/SU
HDF-247ES	Desarrollo y crecimiento en la niñez: preescolar hasta la adolescencia	2023/SU
HS-256	Advanced Interviewing Skills with Theory	2023/SU
MA-118	Examination Room Techniques	2023/SU
MA-121	Clinical Lab Procedures II	2023/SU
MA-135	Communications and Ethical Practices in Healthcare Settings	2023/SU

Clackamas Community College

Online Course/Outline Submission System

Section #1 General Course Information

Department: EHCJ

Submitter

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

Course Prefix and Number: CJA - 206

 # Credits: 3

Contact hours

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

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

Course Title: Trauma Informed Practices

Course Description:

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

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

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

Requirements:

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Fall

✓ Spring

Is this course equivalent to another?

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

Yes

Course Number: HS-206   Title: Trauma Informed Practices

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

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

This course does not include assessable General Education outcomes.

Major Topic Outline:

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

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

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**

5. Supports green services   **No**

Percent of course: 0%

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

Section #1 General Course Information

Department: EHCJ

Submitter

First Name: Joanna
Last Name: Crawford
Phone: 6229
Email: joanna.crawford

Course Prefix and Number: CJA - 215

 # 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: Sexual Abuse and Human Trafficking

Course Description:

This course will explore various aspects of sexual abuse cases and human trafficking in the state of Oregon and the U.S., including discussion of societal and historical perspectives, responses to victim trauma, sexual offenders and law enforcement response to these crimes.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

Yes

Check which General Education requirement:

✓ Social Science

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

Yes

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

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: No

When do you plan to offer this course?

✓ **Fall**

✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate knowledge of the history and prevalence of sexual abuse in the U.S.;
2. demonstrate knowledge of sexual abuse crime elements in the state of Oregon;
3. identify the steps in a sexual abuse investigation and prosecution;
4. discuss the issues surrounding human trafficking and prostitution;
5. identify approaches for helping and working with victims of sexual abuse;
6. explain the correctional responses to offenders convicted of sexual abuse cases.

AAOT/ASOT GENERAL EDUCATION OUTCOMES
COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

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

AL: Arts and Letters Outcomes

1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

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

SS: Social Science Outcomes

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

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Outcomes Assessment Strategies:

:

Major Topic Outline:

1. Introduction, history, data and facts of sexual abuse cases
2. Oregon Revised Statutes pertaining to sexual abuse cases
3. Investigation and prosecution of sexual abuse offenses
4. Human trafficking, prostitution and its relation to sexual abuse cases
5. Victim response to sexual abuse cases
6. Consequences for the sexual abuse offender

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

✓ **PSU (Portland State University)**
✓ **SOU (Southern Oregon University)**

✓ **WOU (Western Oregon University)**

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

How does it transfer? (Check all that apply)

✓ **general elective**

:

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

✓ **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

Section #1 General Course Information

Department: HISC

Submitter

First Name: Jodi
Last Name: Stapleton
Phone: 3857
Email: jodis

Course Prefix and Number: CWE - 281

 # Credits: 0

Contact hours

Lecture (# of hours): 16
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 16

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: Cooperative Work Experience Seminar

Course Description:

The seminar provides an opportunity to develop the career management skills necessary to obtain, sustain, and advance in employment. Prepares students for career success. Variable Hours: 11-16 hours.

Type of Course: Career Technical Preparatory

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?

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): Various

Are there prerequisites to this course?

No

Are there corequisites to this course?

Yes

Co-reqs: Program specific CWE course

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:

Non-graded

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.

Yes

Course Number: APR-281CWE   Title: APR-281CWE

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 currently accepted ethical work practices in their chosen field through class discussion;
2. demonstrate understanding of workplace issues through researching and completing career-specific projects;
3. create, update and/or adapt a personal resume to achieve specific career goals;
4. identify techniques and skill sets that enhance career advancement opportunities.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Orientation and establishment of individual goals/measurable learning objectives
2. Job search skills for obtaining a position or advancing in a career
3. Resume construction and job interview
4. Informational interview(s) with professional in chosen career field
5. Create and/or develop a professional portfolio
5. Time Management, Conflict Management, Networking , Sexual Harassment, or Ethics
6. Human relations on the job
7. Summary and evaluation

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

Section #1 General Course Information

Department: Education, Human Services & Criminal Justice

Submitter

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

Course Prefix and Number: ECE - 121

 # Credits: 4

Contact hours

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

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

Course Title: Observation and Guidance I in ECE Settings

Course Description:

Course is designed to help students explore in depth observation and recording techniques of children's development and learning and to examine various child guidance techniques for children from birth - 3rd grade. Students will be provided with strategies to assist them in providing positive guidance to children in a variety of settings and situations.

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

Yes

Check which General Education requirement:

✓ Writing
✓ Oral Communication

✓ Social Science

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

Yes

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

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?
Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)*

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Winter

Is this course equivalent to another?

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

Yes

Course Number: ECE-121ES, APR-121ECE   Title: Observación y Orientación I en Educación Temprana

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. describe guidelines for taking objective, factual observations of children;
2. record observations of children using more than one technique (running records, anecdotals, and checklists) and reflect on their observations;
3. design an encouraging classroom environment to promote children's understanding of what is expected of them (e.g. what to do, where to go and how to find necessary materials, etc.);
4. develop classroom transitions to minimize disruptions and maximize learning;
5. discuss the levels of mistaken behavior in the classroom and explain how to respond appropriately;
6. explain effective strategies for partnering with families to share observations of children.

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.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

P   1. Engage in ethical communication processes that accomplish goals.

P   2. Respond to the needs of diverse audiences and contexts.

P   3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

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

AL: Arts and Letters Outcomes

1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

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

SS: Social Science Outcomes

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

P   2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Outcomes Assessment Strategies:

✓ **Presentations**

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

✓ **Rubrics**

:

Major Topic Outline:

1. Reasons for observing young children.
2. Guidelines for taking objectives observations.
3. Observing in the developmental domains.
4. Recording observations using ancecdotals.
5. Recording observations using running records.
6. Recording observations using checklists.
7. Introducing assessment through observation.
8. Creating an encouraging classroom environment.
9. Understanding children's levels of mistaken behavior.
10. Responding to mistaken behavior in appropriate ways.
11. Building positive partnerships with families to discuss observations and assessment.

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: EHCJ

Submitter

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

Course Prefix and Number: ECE - 121ES

 # Credits: 4

Contact hours

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

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

Course Title: Observación y Orientación I en Educación Temprana

Course Description:

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

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): A.A.S. in Early Childhood Education and Family Studies

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F Only

Audit: No

When do you plan to offer this course?

✓ Winter

Is this course equivalent to another?

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

Yes

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

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

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

This course does not include assessable General Education outcomes.

Major Topic Outline:

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

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval

:

Clackamas Community College

Online Course/Outline Submission System

☑ Show changes since last approval in red   [Print] [Edit] [Delete] [Back]
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Section #1 General Course Information

Department: Education, Human Services & Criminal Justice

Submitter

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

Course Prefix and Number: ECE - 150

 # 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 Early Childhood Education & Family Studies

Course Description:

Focuses on the history of early childhood education and the prominent theorists that have significantly contributed to the field. The types of programs that serve young children, birth-age 8, and their families will be examined. State and national standards in early childhood education and family studies will be explored.

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F Only

Audit: Yes

When do you plan to offer this course?

✓ Fall

Is this course equivalent to another?

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

Yes

Course Number: ECE-150ES, APR-150ECE   Title: Introducción a la educación infantil y los estudio

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 current theories and ongoing research in early care and education;
2. describe the role of play in early childhood programs;
3. compare early learning program models;
4. explain the importance of developing culturally responsive partnerships with families;
5. identify appropriate guidance techniques used in early care and education settings;
6. describe the observation, assessment and teaching cycle and used to plan curriculum for all young children;
7. apply the professional code of ethics for early care and education to resolve dilemmas;
8. describe major historical figures, advocates and events, shaping today's early childhood education;
9. summarize the intent of the National Association for the Education of Young Children (NAEYC) teacher standards and competencies, Oregon's Early Learning and Kindergarten Readiness Guidelines and the Common Core State Standards;
10. apply to the Central Background Registry (CBR) at oregonearlylearning.com.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. An Overview of the Field of Early Childhood Education
2. Professionalism in Early Childhood Education
3. Theories and Progam Approaches
4. State and Federal standards for early learning
5. Brain Development
6. Child Development and Developmentally Appropriate Practices
7. Diversity and Equity in the Field of Early Childhood Education
8. Observation and Assessment
9. The Value of Play
10. Early Learning Environments
11. Family Connection
12. Beyond Behaviors

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval

:

Clackamas Community College

Online Course/Outline Submission System

Section #1 General Course Information

Department: EHCJ

Submitter

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

Course Prefix and Number: ECE - 150ES

 # Credits: 4

Contact hours

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

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

Course Title: Introducción a la educación infantil y los estudios familiares

Course Description:

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

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): A.A.S. in Early Childhood Education and Family Studies

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F Only

Audit: No

When do you plan to offer this course?

✓ Fall

Is this course equivalent to another?

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

Yes

Course Number: ECE-150, APR-150ECE   Title: Introduction to ECE and Family Studies

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. explicar las teorías actuales y las investigaciones en curso sobre la atención y educación en la primera infancia;
2. describir el papel del juego en los programas de la primera infancia;
3. comparar los modelos de programas de aprendizaje en la primera infancia;
4. explicar la importancia de establecer vínculos con las familias que tengan en cuenta el contexto cultural;
5. identificar las técnicas de orientación adecuadas que se utilizan en entornos de atención y educación en la primera infancia;
6. describir el ciclo de observación, evaluación y educación y utilizarlo para planificar el plan de estudios para todos los niños pequeños;
7. aplicar el código de ética profesional para la atención y educación en la primera infancia a fin de resolver dilemas;
8. describir los personajes, activistas y eventos históricos más importantes que le dan forma a la educación en la primera infancia de la actualidad;
9. resumir el propósito de los estándares y las competencias de maestros de la Asociación Nacional para la Educación en la Primera Infancia (National Association for the Education of Young Children, NAEYC), las pautas de preparación para kindergarten y el aprendizaje temprano de Oregon y los estándares estatales básicos comunes;
10. inscribirse en el Registro Central de Antecedentes Penales (Central Background Registry, CBR) en oregonearlylearning.com.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Resumen del campo de la educación en la primera infancia.
2. Profesionalismo en la educación en la primera infancia.
3. Teorías y enfoques del programa.
4. Estándares estatales y federales para el aprendizaje en la primera infancia.
5. Desarrollo cerebral.
6. Desarrollo infantil y prácticas adecuadas para el desarrollo.
7. Diversidad y equidad en el campo de la educación en la primera infancia.
8. Observación y evaluación.
9. El valor del juego.
10. Entornos de aprendizaje en la primera infancia.
11. Conexión familiar.
12. Más allá de los comportamientos.

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

Section #1 General Course Information

Department: Education, Human Services & Criminal Justice

Submitter

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

Course Prefix and Number: ECE - 154

 # Credits: 4

Contact hours

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

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

Course Title: Language & Literacy Development in Young Children

Course Description:

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

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?
Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)*

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F Only

Audit: Yes

When do you plan to offer this course?

✓ Winter

Is this course equivalent to another?

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

Yes

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

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

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

This course does not include assessable General Education outcomes.

Major Topic Outline:

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

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

Section #1 General Course Information

Department: EHCJ

Submitter

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

Course Prefix and Number: ECE - 154ES

 # Credits: 4

Contact hours

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

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

Course Title: Desarrollo del Lenguaje y la Alfabetización

Course Description:

Se centra en el desarrollo del lenguaje y la alfabetización de los niños desde el nacimiento hasta tercer grado. Se examinarán las bases de la investigación y los componentes del desarrollo del lenguaje y la alfabetización. Se explorarán los criterios para seleccionar literatura infantil de calidad. Se enfatizarán estrategias prácticas para promover un desarrollo óptimo.

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): A.A.S. in Early Childhood Education and Family Studies

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F Only

Audit: No

When do you plan to offer this course?

✓ Fall

Is this course equivalent to another?

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

Yes

Course Number: ECE-154, APR-154ECE   Title: Language & Literacy Development in Young Children

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. identificar las teorías del desarrollo del lenguaje y la alfabetización;
2. resumir los componentes del desarrollo de la alfabetización;
3. desarrollar un plan de estudios que promueva la alfabetización emergente;
4. demostrar comprensión de la promoción del desarrollo del lenguaje y la alfabetización para niños con necesidades especiales;
5. seleccionar literatura infantil de calidad;
6. promover la participación de los padres en los programas de alfabetización para niños pequeños.

This course does not include assessable General Education outcomes.

Major Topic Outline:

El lenguaje en los primeros años
Las etapas del desarrollo del lenguaje
Teorías del desarrollo del lenguaje
La alfabetización en programas de primera infancia
El rol del maestro en el desarrollo de la alfabetización
Las etapas diferentes para el aprendizaje de lectura y escritura
El rol del maestro en las etapas diferentes
Desarollar un plan de lección
Los 8 componentes de un plan de lección
La Taxonomía de Bloom
Las metas del lenguaje y lectura y escritura para niños de la infancia hasta kínder
Como seleccionar literatura infantil de calidad
Incorporar libros multiculturales
Apoyar a los niños con necesidades especiales
La participación de los padres

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval

:

Clackamas Community College

Online Course/Outline Submission System

Section #1 General Course Information

Department: Education, Human Services & Criminal Justice

Submitter

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

Course Prefix and Number: ECE - 235

 # Credits: 3

Contact hours

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

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

Course Title: Safety, Health and Nutrition

Course Description:

Explores safety, health and nutrition issues for children ages infant through preschool. Focus includes creating safe indoor and outdoor environments, healthy lifestyle practices, caring for children with special healthcare needs, USDA food program requirements, and state guidelines around safety, health and nutrition requirements.

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?
Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)*

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F Only

Audit: Yes

When do you plan to offer this course?

✓ **Fall**

Is this course equivalent to another?

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

Yes

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

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. explain why health and well-being in early childhood is important;
2. identify common risks that lead to injury in children;
3. connect classroom design to safety and injury prevention;
4. identify standard precautions to prevent illness;
5. describe some chronic health conditions that children in early care and education programs may have;
6. plan menus for young children that meet USDA guidelines;
7. discuss physical activity recommendations for young children;
8. create lesson plans to support nutrition experience and physical activity.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Children's well-being and early childhood education
2. Preventing injury and protecting children's safety
3. Creating safe indoor and outdoor environments
4. Caring for minor injuries and preparing for emergencies
5. Child Maltreatment
6. Preparing for health and wellness
7. Prevention of illness
8. Caring for children with special health care needs
9. Physical wellness and movement
10. Nutrition and menu planning

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

Section #1 General Course Information

Department: EHCJ

Submitter

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

Course Prefix and Number: ECE - 235ES

 # Credits: 3

Contact hours

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

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

Course Title: Seguridad, Salud, y Nutrición

Course Description:

Este curso explora temas de seguridad, salud y nutrición para niños desde bebés hasta la edad de cinco años. El enfoque incluye la creación de ambientes seguros al interior como el exterior, prácticas para llevar us estilo de vida saludable, cuidado de niños con necesidades especiales médicas, requisitos del programa de alimentos del USDA y pautas estatales sobre los requisitos de seguridad, salud y nutrición.

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): A.A.S. in Early Childhood Education and Family Studies

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F Only

Audit: No

When do you plan to offer this course?

✓ Winter

Is this course equivalent to another?

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

Yes

Course Number: ECE-235, APR-235ECE   Title: Nutrition, Music and Movement in ECE

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. explicar por qué es importante la salud y el bienestar en la primera infancia;
2. identificar los riesgos comunes que provocan lesiones en los niños;
3. conectar el diseño del aula con la seguridad y la prevención de lesiones;
4. identificar precauciones estándar para prevenir enfermedades;
5. describir algunas condiciones de salud crónicas que puedan tener los niños en programas de cuidado y educación temprana;
6. planificar menús para niños pequeños que cumplan con las pautas del USDA;
7. discutir recomendaciones de actividad física para niños pequeños;
8. crear planes de lecciones para apoyar la experiencia de nutrición y la actividad física.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Bienestar infantil y educación en la primera infancia
2. Prevención de lesiones y protección de la seguridad de los niños.
3. Crear ambientes seguros al interior y el exterior
4. Tratamiento de lesiones menores y preparación para emergencias
5. Maltrato infantil
6. Prepararse para la salud y el bienestar
7. Prevención de enfermedades
8. Cuidado de niños con necesidades especiales de salud
9. Bienestar físico y movimiento
10. Nutrición y planificación del menú

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

Section #1 General Course Information

Department: Education, Human Services & Criminal Justice

Submitter

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

Course Prefix and Number: ECE - 240

 # Credits: 4

Contact hours

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

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

Course Title: Environments and Curriculum Planning

Course Description:

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

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

Yes

Check which General Education requirement:

✓ **Writing**
✓ **Oral Communication**

✓ **Social Science**

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

Yes

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

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?
Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)*

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F Only

Audit: Yes

When do you plan to offer this course?

✓ Spring

Is this course equivalent to another?

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

Yes

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

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. describe the theoretical perspectives and core research base related to facilitating positive, supportive relationships and interactions with young children and creating a caring community of learners when working with groups of children;
2. describe the theoretical perspectives and core research base about various teaching strategies used with young children;
3. use teaching practices that incorporate the various types and stages of play that support young children's development;
4. use teaching practices that support development of young children's executive function skills;
5. apply knowledge about age levels, abilities, developmental status, cultures and languages, and experiences of children in to make professional judgments about the use of materials, the organization of indoor and outdoor physical space and materials, and the management of daily schedules and routines;
6. describe how young children learn across core content areas and use this understanding of pedagogical content knowledge to make instructional decisions;
7. select or create curriculum that counters biases and stereotypes, fosters young children's interest in the content areas, and facilitates individual and group learning in preschool settings;
8. identify early learning standards relevant to the state and/or early learning setting.

AAOT/ASOT GENERAL EDUCATION OUTCOMES
COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

2. Locate, evaluate, and ethically utilize information to communicate effectively.

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

SP: Speech/Oral Communication Outcomes

P   1. Engage in ethical communication processes that accomplish goals.

P   2. Respond to the needs of diverse audiences and contexts.

P   3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

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

AL: Arts and Letters Outcomes

1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

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

SS: Social Science Outcomes

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

P   2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Outcomes Assessment Strategies:

✓ **Presentations**

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

✓ **Rubrics**

:

Major Topic Outline:

1. Bulding positive, supportive relationships with young children
2. The importance of play
3. Promoting executive function skills
4. Developmentally appropriate practice and curriculum
5. Developing a daily schedule
6. Arranging the physical environment
7. State standards and other early learning guidelines
8. Planning experiences that focus on literacy, mathematics, science, social studies and other content areas
9. Assessing curriculum implementation and environments
10. Developing planning forms
11. Cultural and linguistically responsive curriculum and environments
12. Individualization of the curriculum for all children
13. Engaging in reflective and intentional practice

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

Section #1 General Course Information

Department: EHCJ

Submitter

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

Course Prefix and Number: ECE - 240ES

 # Credits: 4

Contact hours

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

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

Course Title: Ambientes y Planificación Curricular

Course Description:

Se enfoca en una introducción a la creación de entornos de aprendizaje y planes de estudio para niños de tres a cinco años de edad en programas basados en hogares o centros. El curso cubre las teorías y las relaciones entre el espacio físico y social, las actividades, las experiencias y los materiales. Se enseña a los estudiantes el uso de prácticas adecuadas para el desarrollo y la cultura en la planificación y la selección de entornos y planes de estudio para niños pequeños.

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): A.A.S. in Early Childhood Education and Family Studies

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F Only

Audit: No

When do you plan to offer this course?

✓ Spring

Is this course equivalent to another?

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

Yes

Course Number: ECE-240, APR-240ECE   Title: Environments and Curriculum Planning

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. describir las perspectivas teóricas y la base central de investigación relacionadas con facilitar relaciones e interacciones positivas y de apoyo con los niños pequeños y crear una comunidad de estudiantes atentos cuando se trabaja con grupos de niños;
2. describir las perspectivas teóricas y la base central de investigación sobre las diversas estrategias de educación que se utilizan con los niños pequeños;
3. usar prácticas educativas que incorporen diferentes tipos y etapas de juego que apoyen el desarrollo de los niños pequeños;
4. usar prácticas educativas que apoyen el desarrollo de las destrezas de funcionamiento ejecutivo de los niños pequeños;
5. aplicar el conocimiento sobre los niveles de edad, las habilidades, el estado del desarrollo, las culturas e idiomas y las experiencias de los niños para elaborar criterios profesionales sobre el uso de los materiales, la organización de los espacios físicos interiores y exteriores y los materiales y la gestión de los horarios y rutinas diarios;
6. describir cómo aprenden los niños pequeños en todas las áreas de contenido básico y usar esta comprensión del conocimiento de contenido pedagógico para tomar decisiones educativas;
7. seleccionar o crear un plan de estudios que contrarreste los prejuicios y estereotipos, fomente el interés de los niños pequeños en las áreas de contenido y facilite el aprendizaje individual y grupal en contextos preescolares;
8. identificar los estándares de aprendizaje en la primera infancia relevantes para el estado o los entornos de aprendizaje en la primera infancia.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Desarrollo de relaciones positivas y de apoyo con los niños pequeños.
2. La importancia del juego.
3. Promoción de destrezas de funcionamiento ejecutivo.
4. Prácticas y planes de estudio adecuados para el desarrollo.
5. Creación de un horario diario.
6. Disposición del entorno físico.
7. Estándares estatales y otras pautas para el aprendizaje en la primera infancia.
8. Planificación de experiencias que se enfoquen en la alfabetización, matemáticas, ciencias, estudios sociales y otras áreas de contenido.
9. Evaluación de la implementación del plan de estudios y los entornos.
10. Desarrollo de formularios de planificación.
11. Planes de estudio y entornos que sean sensibles desde los puntos de vista lingüístico y cultural.
12. Individualización del plan de estudios para todos los niños.
13. Participación en prácticas reflexivas e intencionales.

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

1. Increased energy efficiency   **No**

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

Percent of course: 0%

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

Section #1 General Course Information

Department: Education, Human Services & Criminal Justice

Submitter

First Name: Laurette
Last Name: Scott
Phone: 3840
Email: laurette

Course Prefix and Number: ED - 258

 # Credits: 3

Contact hours

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

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

Course Title: Multicultural Education

Course Description:

Covers the philosophy, activities, and techniques appropriate to a culturally relevant classroom for students from pre-Kindergarten through post-secondary. Emphasizes understanding the impact of culture on individual perception and learning and group dynamics.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): CTE Licensure Prep certificate; Early Childhood Education & Family Studies certificate; AAOT Elementary ED

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

Yes

Area: Human Relations

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Spring

Is this course equivalent to another?

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

Yes

Course Number: APR-258ED   Title: Multicultural Education

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. describe the characteristics and purpose of education that is culturally relevant;
2. identify strategies for affirming cultural diversity in the classroom;
3. describe curriculum and instructional strategies which provide equal educational opportunities for diverse students;
4. identify legal and ethical issues related to multicultural education;
5. discuss the impact of an individual's culture on their performance in academic settings.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Foundations of multicultural education.
2. Ethnicity and race.
3. Class and socioeconomic status.
4. Gender identity.
5. Sexual orientation.
6. Exceptionality and ableism.
7. Language.
8. Religion.
9. Geography.
10. Youth culture.
11. Culturally relevant pedagogy.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

✓ **EOU (Eastern Oregon University)**

✓ **OSU (Oregon State University)**
✓ **OSU-Cascade**   ✓ **UO (University of Oregon)**

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

ED 130 Multicultural ED, ED 219 @ OSU, EDST 225 @ UO

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

Section #1 General Course Information

Department: EGIS

Submitter

First Name: Angela
Last Name: Armen
Phone: 3678
Email: angela.armen

Course Prefix and Number: GIS - 201

 # Credits: 3

Contact hours

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

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

Course Title: Introduction to Geographic Information Systems

Course Description:

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

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?
Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)*

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: No

When do you plan to offer this course?

✓ Summer
✓ Fall

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

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

This course does not include assessable General Education outcomes.

Major Topic Outline:

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

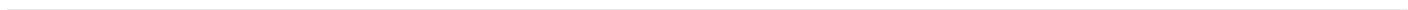**Does the content of this class relate to job skills in any of the following areas:**

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

Percent of course: 20%

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

Section #1 General Course Information

Department: EGIS

Submitter

First Name: Angela
Last Name: Armen
Phone: 3678
Email: angela.armen

Course Prefix and Number: GIS - 202

 # Credits: 3

Contact hours

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

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

Course Title: Intermediate Geographic Information Systems

Course Description:

This class follows the introductory course as a continuation of Geographic Information Systems (GIS) principles using the ArcGIS Pro software platform. Topics explored include working with geodatabases, topology, vector and raster analysis, and creating and editing data. Students also practice key GIS project management processes, workflows, and best practices through an analysis project.

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

Are there prerequisites to this course?

Yes

Pre-reqs: GIS-201

Have you consulted with the appropriate chair if the pre-req is in another program?
Yes (A 'Yes' certifies you have talked with the chair and have received approval.)*

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?
Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)*

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Winter

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. acquire and manage geographic data;
2. create and manage geodatabases (feature, subtypes, domains, topology);
3. create and edit GIS data;
4. place labels using advanced labeling properties;
5. perform vector and raster analysis;
6. utilize models and analysis workflows;
7. use ArcGIS ModelBuilder for process automation;
8. explore advanced spatial analysis concepts (geostatistics, networks, etc);
9. complete a comprehensive real world GIS project;
10. produce high-quality maps and visualizations.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Geodatabase components (feature datasets, domains, subtypes, topology).
2. Design and create a geodatabase schema.
3. Automating GIS processes in ArcGIS ModelBuilder.
4. Using models for process documentation and workflow management.
5. Creating and editing GIS data.
6. Spatial extraction.
7. Proximity and overlay analysis.
8. Advanced cartographic methods and techniques.
9. Managing a GIS project.
10. Presenting results.

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

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

Percent of course: 20%

First term to be offered:

Next available term after approval

:

Clackamas Community College

Online Course/Outline Submission System

Section #1 General Course Information

Department: EGIS

Submitter

First Name: Angela
Last Name: Armen
Phone: 3678
Email: angela.armen

Course Prefix and Number: GIS - 205

 # Credits: 3

Contact hours

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

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

Course Title: Cartography and Map Making

Course Description:

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

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

Are there prerequisites to this course?

Yes

Pre-reqs: GIS-201

**Have you consulted with the appropriate chair if the pre-req is in another program?
Yes (A 'Yes' certifies you have talked with the chair and have received approval.)***

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

**Have you talked with a librarian regarding that impact?
Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)***

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Winter

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

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

This course does not include assessable General Education outcomes.

Major Topic Outline:

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

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

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

Percent of course: 20%

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

Section #1 General Course Information

Department: EGIS

Submitter

First Name: Angela
Last Name: Armen
Phone: 3678
Email: angela.armen

Course Prefix and Number: GIS - 232

 # 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: Data Collection & Application

Course Description:

This course introduces data collection techniques and application of those techniques. This course explores different techniques to collect spatial and attribute data. The class focuses on GPS (Global Positioning System) data collection using a combination of recreational/mapping-grade GPS units and standard mobile devices (with embedded GPS) used in industry. The class will emphasize the capabilities and strengths of each type of data collection equipment.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

Are there prerequisites to this course?

Yes

Pre-reqs: GIS-101

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. demonstrate proficiency in data collection techniques;
2. effectively plan for data collection;
3. effectively collect different types of data;
4. use GIS hardware and software in data collection;
5. transfer and display the data in a GIS system.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Gather data with GPS equipment.
2. Database design for data collection.
3. Import external data into a GIS.
4. Creating reports from collected data.
5. Present the collected data in as a GIS project.

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

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

Percent of course: 0%

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

Section #1 General Course Information

Department: EGIS

Submitter

First Name: Angela
Last Name: Armen
Phone: 3678
Email: angela.armen

Course Prefix and Number: GIS - 236

 # Credits: 3

Contact hours

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

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

Course Title: Introduction to Programming for GIS

Course Description:

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

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

Recommendations: GIS-101

Requirements:

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Winter

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

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

This course does not include assessable General Education outcomes.

Major Topic Outline:

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

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

☑ Show changes since last approval in red   [Print] [Edit] [Delete] [Back] [Reject] [Publish]

Section #1 General Course Information

Department: Education, Human Services & Criminal Justice

Submitter

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

Course Prefix and Number: HDF - 225

 # Credits: 3

Contact hours

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

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

Course Title: Prenatal, Infant & Toddler Development

Course Description:

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

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

Yes

Check which General Education requirement:

✓ Writing
✓ Oral Communication

✓ Social Science

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

Yes

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

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?
Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)*

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F Only

Audit: Yes

When do you plan to offer this course?

✓ Winter

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

Yes

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

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

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

AAOT/ASOT GENERAL EDUCATION OUTCOMES
COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

P   2. Locate, evaluate, and ethically utilize information to communicate effectively.

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

SP: Speech/Oral Communication Outcomes

    1. Engage in ethical communication processes that accomplish goals.

P   2. Respond to the needs of diverse audiences and contexts.

    3. Build and manage relationships.

MA: Mathematics Outcomes:

    1. Use appropriate mathematics to solve problems.

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

AL: Arts and Letters Outcomes

    1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

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

SS: Social Science Outcomes

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

P   2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

    1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

    2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

    3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Outcomes Assessment Strategies:

✓ Projects

✓ Presentations

✓ Rubrics

:

Major Topic Outline:

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

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

Section #1 General Course Information

Department: EHCJ

Submitter

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

Course Prefix and Number: HDF - 225ES

 # Credits: 4

Contact hours

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

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

Course Title: Desarrollo de las Etapas Prenatal, Infantes y de Niños Pequeños

Course Description:

Se enfoca en la exploración del desarrollo y factores que influyen áreas relacionadas con lo físico, cognitivo y socio-emocional en los niños desde la etapa prenatal hasta los tres años de edad. Se examinarán teorías relacionadas con estas etapas, así como la influencia del lenguaje y la cultura en el desarrollo y crianza.

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): A.A.S. in Early Childhood Education and Family Studies

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F Only

Audit: No

When do you plan to offer this course?

✓ Fall

Is this course equivalent to another?

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

Yes

Course Number: HDF-225, APR-225ECE   Title: Prenatal, Infant and Toddler Development

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. explicar las diferentes teorías utilizadas para explicar el desarrollo prenatal y de la primera infancia,
2. describir los hitos del desarrollo prenatal y los factores de fluidez en el desarrollo del feto,
3. describir el proceso de desarrollo cerebral y funcionamiento cognitivo en el niño desde el nacimiento hasta los tres años de edad,
4. discutir los hito en el desarrollo del lenguaje y la alfabetización desde el nacimiento hasta los tres años de edad,
5. identificar los principales hitos sociales y emocionales el período de bebé y primera infancia,
6. explicar cómo el lenguaje y la cultura influyen en el desarrollo y prácticas de crianza infantil y
7. hacer un resume de cómo los factores socioculturales y económicos influyen al niño y su familia.

This course does not include assessable General Education outcomes.

Major Topic Outline:

Las teorías
El qué y porqué del desarrollo en la primera infancia
El desarrollo prenatal
El cerebro y el desarrollo perceptual
El desarrollo y aprendizaje motor, y Salud física y crecimiento del bebé: desde el nacimiento hasta la edad de un a tres años
E desarrollo emocional y social del infante, desde el nacimiento hasta la edad de un año a 3 años
El desarrollo cognitivo, lingüístico y de alfabetización: desde el nacimiento hasta el primer año.
El establecemiento de relaciones con las familias

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

Section #1 General Course Information

Department: Education, Human Services & Criminal Justice

Submitter

First Name: Dawn
Last Name: Hendricks
Phone: 4158
Email: dawn.hendricks

Course Prefix and Number: HDF - 247

 # Credits: 3

Contact hours

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

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

Course Title: Preschool Through Adolescent Child Development

Course Description:

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

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

Yes

Check which General Education requirement:

✓ Writing
✓ Oral Communication

✓ Social Science

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

Yes

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

Are there prerequisites to this course?

Yes

Pre-reqs: HDF-225

Have you consulted with the appropriate chair if the pre-req is in another program?
Yes (A 'Yes' certifies you have talked with the chair and have received approval.)*

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?
Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)*

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Spring

Is this course equivalent to another?

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

Yes

Course Number: HDF-247ES, APR-247ECE   Title: Desarrollo desde preescolar hasta la adolescencia.

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 discuss current theories, research and emerging trends in the field of child development;
2. provide examples of major milestones in the physical, cognitive, language and socioemotional domains in children ages three through adolescence;
3. recognize examples of behaviors from the physical, cognitive, and socioemotional domains of development;
4. describe developmental, cultural and environmental factors that influence children's physical, cognitive, language and socioemotional development during early childhood through adolescence;
5. explain how culture and language impact development;
6. identify the components and benefits of executive functioning;
7. describe strategies to support development.

AAOT/ASOT GENERAL EDUCATION OUTCOMES
COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

P   2. Locate, evaluate, and ethically utilize information to communicate effectively.

    3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

    1. Engage in ethical communication processes that accomplish goals.

P   2. Respond to the needs of diverse audiences and contexts.

P   3. Build and manage relationships.

MA: Mathematics Outcomes:

    1. Use appropriate mathematics to solve problems.

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

AL: Arts and Letters Outcomes

    1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

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

SS: Social Science Outcomes

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

    2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

    1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

    2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

    3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Outcomes Assessment Strategies:

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

✓ **Presentations**

✓ **Rubrics**

:

Major Topic Outline:

1. Physical development in early childhood
2. Cognitive development in early childhood
3. Social emotional development in early childhood
4. Physical development in middle childhood
5. Cognitive development in middle childhood
6. Social emotional development in middle childhood
7. Physical development in adolescence
8. Cognitive development in adolescence
9. Social emotional development in adolescence

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

Section #1 General Course Information

Department: EHCJ

Submitter

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

Course Prefix and Number: HDF - 247ES

 # Credits: 4

Contact hours

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

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

Course Title: Desarrollo y crecimiento en la niñez: preescolar hasta la adolescencia

Course Description:

Este curso se enfoca en los principios del desarrollo en niños de tres años hasta la adolescencia, incluyendo el crecimiento, y la evolución física, cognitiva, social y emocional. Explora las principales teorías históricas del desarrollo infantil y las investigaciones y prácticas actuales. Se incluye un enfoque en cómo la cultura, la dinámica familiar y el estatus socioeconómico impactan el crecimiento y el desarrollo de los niños.

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): A.A.S. in Early Childhood Education and Family Studies

Are there prerequisites to this course?

Yes

Pre-reqs: HDF-225ES

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F Only

Audit: No

When do you plan to offer this course?

✓ Winter

Is this course equivalent to another?

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

Yes

Course Number: HDF-247, APR-247ECE   Title: Preschool Through Adolescent Child Development

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. identificar y discutir teorías actuales, investigaciones y tendencias emergentes en el campo del desarrollo infantil;
2. proporcionar ejemplos del proceso de crecimiento psicomotor importantes en los dominios físico, cognitivo, del lenguaje y socioemocional en niños de tres años hasta la adolescencia;
3. reconocer ejemplos de comportamientos de los dominios físico, cognitivo y socioemocional del desarrollo;
4. describir los factores del desarrollo, culturales y ambientales que influyen en el crecimiento físico, cognitivo, lingüístico y socioemocional de los niños desde la edad de tres años hasta la adolescencia;
5. explicar cómo la cultura y el lenguaje impactan el desarrollo;
6. identificar los componentes y los beneficios de la función ejecutiva;
7. describir estrategias para apoyar el desarrollo.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Desarrollo físico en la primera infancia
2. Desarrollo cognitivo en la primera infancia
3. Desarrollo social y emocional en la primera infancia
4. Infancia media – Desarrollo físico
5. Infancia media – Desarrollo cognitivo
6. Infancia media - Desarrollo social y emocional
7. Adolescencia -Desarrollo físico
8. Adolescencia - Desarrollo cognitivo
9. Adolescencia - Desarrollo social y emocional

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

Section #1 General Course Information

Department: EHCJ

Submitter

First Name: Joanna
Last Name: Crawford
Phone: 6229
Email: joanna.crawford

Course Prefix and Number: HS - 256

 # 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: Advanced Interviewing Skills with Theory

Course Description:

This course is designed to help human service students further develop and deepen their skills and understanding of interviewing in the human service field. Course will build on skills learned in HS-156, incorporating the use of behavior change theories to guide the helping process.

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): Human Services Generalist

Are there prerequisites to this course?

Yes

Pre-reqs: HS-156 with a C or better

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?
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 interviewing skills such as listening, paraphrasing, and reflecting;
2. discuss the use of advanced skills such as questioning, confronting, and interpreting;
3. describe the use of theory to choose intervention strategies;
4. delineate the major components of motivational interviewing strategies and cognitive behavior theory.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Basic interviewing skills.
2. Questioning skills.
3. Confrontation in a helping interview.
4. Interpretation skills.
5. Motivational interviewing.
6. Cognitive behavioral theory.

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

Section #1 General Course Information

Department: HTHS

Submitter

First Name: Sarah
Last Name: Parker
Phone: 0695
Email: sarah.parker

Course Prefix and Number: MA - 118

 # Credits: 5

Contact hours

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

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

Course Title: Examination Room Techniques

Course Description:

This course covers fundamental theories of clinical practice and cognitive competencies involved in safe, efficient and quality exam room patient care and provider support. Special emphasis will be placed on the principles and skills of medical and surgical asepsis, infection control and safety in all exam room practices; preventative procedures, common diagnostic testing and related pathology, use of currently accepted techniques for and equipment in medication administration (excluding IV administration), patient care and interaction, and accurate documentation. This course provides a basis for critical thinking skills in the ambulatory setting. Required: Student Petition.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): Medical Assistant Certificate of Completion

Are there prerequisites to this course?

Yes

Pre-reqs: MA-112, MA-116, and MA-145

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

No

Are there corequisites to this course?

Yes

Co-reqs: MA-117, MA-117L, and MA-118L

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

Yes

Recommendations:

Requirements: Student must be enrolled in current Medical Assistant cohort. Student Petition.

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F Only

Audit: No

When do you plan to offer this course?

✓ Winter

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. describe the principles of infections control, safety, bloodborne pathogens, and related techniques to the practice of medical assisting;
2. compare and contrast medical assistant concepts (cognitive);
3. communicate relevant patient information concisely and accurately utilizing the principles of health literacy;
4. explain the rationale for steps taken in common clinical procedures, diagnostic procedures, and medical treatments;
5. identify common pathophysiology as the basis for skills and procedures performed;
6. discuss methods to meet the diverse needs of patients while assuring patient rights.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Infection control
a. Bloodborne pathogens
b. Sterilization techniques
2. Medical and surgical asepsis
a. Sterile set-up
b. Wound care
c. Bandaging techniques
d. Surgical staple and suture removal
e. Isolation techniques
3. Assisting with minor surgical procedures
4. Vital signs
5. Obtaining Patient history.
6. Documentation.
7. Assisting with the physical exam.
8. Specialty procedures, tests and screenings.
• Pulmonary function tests
• Vision exams

• Ear care
9. 12-Lead Electrocardiograms.
10. Administering medications.
• Oral.
• Intramuscular.
• Subcutaneous.
• Intradermal.
• TB screens / allergy testing.
11. Vaccinations.
• Documentation
• Vaccine Information Statements (CDC)
• Administration of needless vaccine
• CDC child/adult Schedules
• Preparing / administration/ safe storage of vaccines.
12. Pediatrics.
• assisting in well child exams
• safety considerations
• Pediatric vital signs
• variable vaccine schedules
• injection technique unique to infants & children
13. Coaching a patient
• Health maintenance
• Disease prevention
• face to face communication
14. Navigating the exam room
• Lifespan considerations
• Cultural considerations
15. First Tooth
• Pediatric oral preventative services
• Fluoride varnish application
• Culturally appropriate techniques

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

Section #1 General Course Information

Department: HTHS

Submitter

First Name: Sarah
Last Name: Parker
Phone: 0695
Email: sarah.parker

Course Prefix and Number: MA - 121

 # 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: Clinical Lab Procedures II

Course Description:

Designed to instill a basic understanding of simple, common laboratory terminology and procedures used in a general medical office laboratory to aid the physician in the diagnosis and treatment of disease. Laboratory safety, the prevention of blood born disease transmission and scope of practice will be emphasized. Continuation of the Clinical Laboratory Procedures series. Required: Student Petition.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

Name of degree(s) and/or certificate(s): Medical Assistant Certificate

Are there prerequisites to this course?

Yes

Pre-reqs: MA-116, MA-117, MA-117L, MA-118, and MA-118L

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

No

Are there corequisites to this course?

Yes

Co-reqs: MA-115, MA-115L, MA-119, and MA-121L

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

Yes

Recommendations:

Requirements: Student must be enrolled in current Medical Assistant cohort. Student Petition.

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F Only

Audit: No

When do you plan to offer this course?

✓ **Spring**

Is this course equivalent to another?

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

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. recognize and explain common laboratory terminology;
2. recognize, explain, and understand the Federal and State regulations governing laboratories including CLIA Waived testing;
3. define, explain, and understand the use and care of equipment used in simple laboratory procedures according to standard operating procedures: Incubator, microscope, centrifuge, and hemacytometer;
4. define, recognize, explain, and judge specimens for analysis in the office laboratory, and for transport to a reference laboratory according to standard operation procedures;
5. describe proper techniques of explanation to patients with regards to specimen collection and handling;
6. identify, distinguish, and correlate laboratory test results transcribed by the medical assistant from telephone reports, with attention to normal and abnormal laboratory results;
7. define and explain standard operating procedures with regard to laboratory safety and blood-born pathogen protocols.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Urinalysis Theory
a. Urine Pregnancy Theory
2. Immunology Theory
a. Infectious Mononucleosis Theory
b. ABO & Rh Antibody Theory
3. Hematology Theory
a. ESR
b. CBC
4. Clinical Chemistry Theory
a. Point of Care Theory

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

☑ Show changes since last approval in red [Print] [Edit] [Delete] [Back]
[Reject] [Publish]

Section #1 General Course Information

Department: HTHS

Submitter

First Name: Cindy
Last Name: Garner
Phone: 503-594-0672
Email: cindy.garner

Course Prefix and Number: MA - 135

 # 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: Communications and Ethical Practices in Healthcare Settings

Course Description:

This course will introduce students to a variety of communication styles, situational coping skills, and, legal and ethical skills necessary for patient interactions in a front office/receptionist entry-level position. Also covered is utilizing an Electronic Health Record computer system to complete front desk tasks, such as written communication, registering, and scheduling patients.

Type of Course: Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?
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?

✓ 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 appointment scheduling and patient registration in an electronic health record;
2. demonstrate how to compose or edit letters that apply to situations in medical front offices;
3. describe coping skills used to resist stress factors in the work environment;
4. explain the importance of the communications cycle in a front desk healthcare setting;
5. identify laws that pertain to the role of the medical front office receptionist employee.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Introduction to patient and co-worker communications in a healthcare setting
2. Coping skills for healthcare workers
3. De-escalation training
4. Electronic health records: creation, editing and maintenance
5. Ethical decision making in healthcare situations
6. Legal considerations for front desk healthcare workers
7. Social determinants of health

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval
:

Program Amendments

April 7, 2023

Program	Implementation
Wildland Fire Management AAS	2023/SU
Wildland Fire Science CC	2023/SU
AS Degree, Transfer Computer Science	2023/SU
Entry Level Welder CPCC	2023/SU

COMMUNITY COLLEGE PROGRAM AMENDMENT FORM
(For changes to State Approved Associate of Applied Science degree, AAS option and Certificate of Completion programs)

This form should be completed electronically and the boxes will expand to accommodate text.
Current instructions, forms, handouts and other useful resources are located at
http://www.ode.state.or.us/search/results/?id=231

College:	Clackamas Community College	Date	

CAREER LEARNING AREA

☐ Ag, Food & Natural Resource Systems		☐ Health Services	
☐ Arts, Information & Communications		☐ Human Resources	
√ Business & Management		☐ Industrial & Engineering Systems	

PROGRAM INFORMATION

APPROVED Program Title *(For Official Program Title, refer to your directory at http://www.ode.state.or.us/search/results/?id=232)*	*APPROVED* CIP Code (Include 7th & 8th digits used for OCCURS reporting.)			*APPROVED* Recognition Award	Current Credits
	6-digit CIP	*7th digit*	*8th digit*		
AAS Title: Wildland Fire Management AAS.WLDLNDMGMT				√ AAS (90-108 credits)	**91-94**
Option Title**				☐ *OPTION* to AAS Degree	
Certificate Title: *Within* AAS Degree? ☐ Yes** ☐ No				☐ Certificate of Completion	

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

Last amendment approved on 02.17.23

TYPE OF PROGRAM AMENDMENT
(Check **ALL** That Apply)

☐ New Program++ ☐ Title Change for Program	☐ **Curriculum Revision**	☐ Revision in Program Credits
		Proposed Total Credits:
Proposed **AAS Title:**		
Proposed **OPTION Title:**		
Proposed **Certificate Title:**		
☐ *SUSPENSION* of Program	*Reason for Suspension:*	
Suspension Effective Date:		

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

CURRICULUM AMENDMENT

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

CURRENT CURRICULUM 22-23				PROPOSED CURRICULUM 23-24			
Course	**Title**	**Hours**	**Credits**	**Course**	**Title**	**Hours**	**Credits**
1st Year							
Fall Term							
FRP-101	Basic Forest Management	33	3				
FRP-102	Basic Forest Management Lab	33	1				
FRP-130	Introduction to Wildland Firefighting (S-130/S-190/ICS-100/IS-700/L-180)	44	2				
FRP-243	Wilderness I: Psychology of Survival	33	3				
GIS-101	Principles of Geospatial Technology	44	2				
WR-101 Or WR-121Z	**Workplace Writing or Composition I**	**44**	**4**				
--	Program Electives		1				
Winter Term							
FRP-211	Portable Pumps and Water Use (S-211)	20	2				
FRP-244	Wilderness II: Basic Land Navigation (S-244)	33	3				
FRP-245	Wilderness III: Weather of the Northwest	22	2				
FRP-246	**Wilderness IV: Backcountry CPR/First Aid/AED**	**44**	**2**				
MTH-050 Or MTH-065	**Technical Mathematics I Or Algebra II**	**44**	**4**				
--	Program Electives		2-3				
Spring Term							
BI-103	General Biology; Plants & the Ecosystem	66	4				
BI-103L	General Biology; Plants & The Ecosystem Lab	33	0				
FRP-110	Basic Wildland Fire Investigation (FI-110)	10	1				
FRP-131	Advanced Firefighter Training (S-131/S-133)	12	1				
FRP-205	Forest Management Assessments and Inventories	33	3				
FRP-249	Followership to Leadership (L-280)	20	2				
FRP-250	Wilderness VI: Basic Tool Use and Care	20	1				

FRP-270	Basic Air Operations (S-270)	16	1				
--	**Related Instruction: Human Relations**		**3-4**				
		2nd Year					
Fall Term							
FRP-200	Basic Incident Command System (I-100, I-200, IS-700, IS-800)	44	4				
FRP-275	Wildland Fire Management 1	40	4				
GIS-201	Introduction to Geographic Information Systems	66	3				
--	Program Electives		4				
Winter Term							
FRP-215	Fire Operations in the Urban Interface (S-215)	24	2				
FRP-220	Initial Attack Incident Commander (S-200)	16	1				
FRP-265	Wildland Fire Prevention Education 1 (P-101)	33	3				
FRP-290	Intermediate Wildland Fire Behavior (S-290)	32	3				
--	GIS Electives		3				
--	Program Electives		3				
Spring Term							
FRP-212	Wildfire Power Saws (S-212)	40	2				
FRP-230	Crew Boss (Single Resource) (S-230)	24	2				
FRP-231	Engine Boss (Single Resource) (S-231)	12	1				
--	GIS Electives		2-3				
--	Program Electives		7				
Program Electives							
Any EMT, FRP, GEO, GIS, or UAS course not included in the Wildland Fire Management Program.				Any EMT, FRP, GEO, or GIS, ~~or UAS~~ course not included in the Wildland Fire Management Program.			
TOTAL *CURRENT* CREDITS:			91-94	**TOTAL *PROPOSED* CREDITS:**			
College Contact				**Telephone No.**			
E-Mail Address				**Fax No.**			
Chief Academic Officer *or* PTE Dean Signature	Armetta Burney via email					**Date**	**4/4/23**

Oregon Department of Community Colleges and Workforce Development	Office of Educational Improvement & Innovation
255 Capitol Street NE	Phone: (503) 378-3600
Salem, OR 97310-0203	FAX: (503) 378-5156

	COMMUNITY COLLEGE PROGRAM AMENDMENT FORM (For changes to State Approved Associate of Applied Science degree, AAS option and Certificate of Completion programs)

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College:	Clackamas Community College	Date	

CAREER LEARNING AREA

☐	Ag, Food & Natural Resource Systems	☐	Health Services
☐	Arts, Information & Communications	☐	Human Resources
☐	Business & Management	X	Industrial & Engineering Systems

PROGRAM INFORMATION

APPROVED Program Title *(For Official Program Title, refer to your directory at http://www.ode.state.or.us/search/results/?id=232)*	*APPROVED* CIP Code (Include 7th & 8th digits used for OCCURS reporting.)			*APPROVED* Recognition Award	Current Credits
	6-digit CIP	*7th digit*	*8th digit*		
AAS Title:				☐ AAS	
Related Certificates: Wilderness Survival & Leadership CP Wildland Fire Forestry CP Wildland FireFighter 1				☐ *OPTION* to AAS Degree	
Certificate Title: *Within* **AAS Degree? √ Yes** ☐ No **Wildland Fire Science** CC.FSWILDLAND	**43.0203**			√ CC1 (45-60 credits)	**46-48**

**Enter name of base degree in 'AAS Title' box
LAST AMENDMENT APPROVED ON 02.17.23

TYPE OF PROGRAM AMENDMENT
(Check **ALL** That Apply)

☐ **New Program**++ ☐ **Title Change for Program**	☐ **Curriculum Revision**	✓ **Revision in Program Credits**
		Proposed Total Credits:
Proposed AAS Title:		
Proposed OPTION Title:		
Proposed Certificate Title:		
☐ *SUSPENSION* of Program	Reason for Suspension:	
Suspension Effective Date:		

CURRICULUM AMENDMENT [List in a Defined Sequence of Courses Format, e.g., quarter-to-quarter mapping. For a New Program, complete the Proposed Curriculum section only.]							
CURRENT CURRICULUM 22-23				*PROPOSED CURRICULUM 23-24*			
Course	**Title**	**Hours**	**Credits**	**Course**	**Title**	**Hours**	**Credits**
First Term								
FRP-101	Basic Forest Management	33	3				
FRP-102	Basic Forest Management Lab	33	1				
FRP-130	Introduction to Wildland Firefighting (S-130/S-190/ICS-100/IS-700/L-180)	44	2				
FRP-243	Wilderness I: Psychology of Survival	33	3				
GIS-101	Principles of Geospatial Technology	44	2				
WR-101 Or WR-121Z	**Workplace Writing or Composition I**	**44**	**4**				
Second Term								
FRP-211	Portable Pumps and Water Use (S-211)	20	2				
FRP-244	Wilderness II: Basic Land Navigation (S-244)	33	3				
FRP-245	Wilderness III: Weather of the Northwest	22	2				
FRP-246	Wilderness IV: Backcountry CPR/First Aid/AED	44	2				
MTH-050 Or MTH-065	**Technical Mathematics I Or Algebra II**	**44**	**4**				
--	Fire Science (Wildland) program electives		2-3				
Third Term								
BI-103	General Biology; Plants & the Ecosystem	66	4				
BI-103L	General Biology; Plants & The Ecosystem Lab	33	0				
FRP-110	Basic Wildland Fire Investigation (FI-110)	10	1				
FRP-131	Advanced Firefighter Training (S-131/S-133)	12	1				
FRP-205	Forest Management Assessments and Inventories	33	3				
FRP-249	Followership to Leadership (L-280)	20	2				
FRP-250	Wilderness VI: Basic Tool Use and Care	20	1				

FRP-270	Basic Air Operations (S-270)	16	1				
--	**Human Relations requirement**		**3-4**				

Wildland Fire Science Program Electives		
Any EMT, FRP, GEO, GIS, or UAS course not included in the Wildland Fire Science program	Any EMT, FRP, GEO, or GIS, or UAS course not included in the Wildland Fire Management Program.	
TOTAL *CURRENT* CREDITS:	46-48	**TOTAL *PROPOSED* CREDITS:**

College Contact		**Telephone No.**	
E-Mail Address		**Fax No.**	
Chief Academic Officer *or* PTE Dean Signature	Armetta Burney via email	**Date**	4/4/23

Associate of Science Transfer Degree (AST) - Computer Science

New program approved on 02.17.23, amendment approved on 3/3/23

Requirements	Courses
Writing 2 courses Information literacy will be included in the Writing requirement.	**EOU, SOU, or WOU** WR-121Z and WR-122Z **OSU, PSU, or UO** WR-121Z and WR-227Z
Communications 1 course	**COMM**- 111
Mathematics ~~4 to 6 courses~~ 2-4 courses	**EOU, SOU, or WOU** ~~MTH-111Z, MTH-112Z,~~ MTH-251, and MTH-252 **OSU, PSU, or UO** ~~MTH-111Z, MTH-112Z,~~ MTH-251, MTH-252, CS-250, CS-251

GENERAL EDUCATION DISTRIBUTION AREA Arts & Letters • 2 courses • Each course must be at least 3 credits.	**ART**-101, 115, 117, 131, 204*, 205*, 206*, 232, 233, 250, 251, 252, 253, 254, 255, 257, 281, 282, 283, 284, 285, 286, 291, 292, 293 **ASL**-201*, 202*, 203* **COMM**-112, 126*, 140*, 212, 218Z*, 219*, 227 **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 **FR**-201*, 202*, 203* **HUM**-235*, 237*, 240*, 241*, 242* **J**-211, 216 **MUS**-105, 111, 112, 113, 205, 206*, 211, 212, 213 **PHL**-101*, 102*, 103*, 205*, 210*, 213*, 216* **R**-101*, 102*, 103*, 204*, 210*, 211*, 212* **SPN**-201*, 202*, 203* **SSC**-237* **TA**-101, 102, 103, 111, 122, 123, 141, 142, 143, 153 **WR**-240, 241*, 242, 243, 244*, 245, 247, 248, 262, 263, 265, 270 **WS**-101*

GENERAL EDUCATION DISTRIBUTION AREA Social Science • 2 courses • Each course must be at least 3 credits.	**ANT**-101, 102*, 103*, 232* **CJA**-101, 201 **EC**-201, 202 **GEO**-100*, 110*, 130*, 208* **HE**-163, 164 **HST**-101*, 102*, 103*, 130*, 131*, 132*, 136*, 137*, 138*, 201*, 202*, 203* **HUM-2**37* **PS**-200*, 201, 203, 204, 205, 225, 297 **PSY**-200, 205*, 215, 219*, 231* **SOC**-204*, 205*, 206*, 210*, 225* **SSC**-235*, 237*, 240*, 241*, 242* **WS**-101*

GENERAL EDUCATION DISTRIBUTION AREA Natural Science • 2 lab science courses • Each course must be at least 4 credits.	**EOU, SOU, or WOU** **ASC**-175, 176, 177 **BI**-101, 102, 103, 112, 160L, 165CL, 165D, 175, 176, 177, 204, 211, 212, 213, 231, 232, 233, 234 **CH**-104, 105, 106, 112, 114, 221, 222, 223 **ESR**-171, 172, 173 **G**-101, 102, 103, 148, 201, 202, 203 **GS**-104, 105, 106, 107

		PH-121, 122, 123, 201, 202, 203, 211, 212, 213 **Z**-201, 202, 203 **OSU, PSU, or UO** **BI**-211 and 212 Or **CH**-221 and 222 Or **PH**-211 and 212
	Cultural Literacy • 1 course	Courses meeting the Cultural Literacy requirement are noted with an asterisk.
	Computer Science Specific Requirements • 4-5 courses	**EOU, SOU, or WOU:** **CS**- 160, 161, 162, 260 **OSU, PSU, or UO** **CS**-160, 161, 162, 205, 260
	Elective Courses Any college-level course that would bring total credits to 90 credits.	- Any college-level course that would bring total credits to 90 credits - Other courses numbered 100 or above may be used in this area, which may include up to 12 credits of career technical courses and up to 3 credits of Physical Education activity courses (PE-185, PE-194, PE-294) - Please refer to the Elective Course List for courses that may be included

* 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

COMMUNITY COLLEGE PROGRAM AMENDMENT FORM
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College:	Clackamas Community College	Date	

CAREER LEARNING AREA

☐ Ag, Food & Natural Resource Systems	☐ Health Services
☐ Arts, Information & Communications	☐ Human Resources
☐ Business & Management	☐ Industrial & Engineering Systems

PROGRAM INFORMATION

APPROVED Program Title *(For Official Program Title, refer to your directory at http://www.ode.state.or.us/search/results/?id=232)*	APPROVED CIP Code (Include 7th & 8th digits used for OCCURS reporting.)			APPROVED Recognition Award	Current Credits
	6-digit CIP	*7th digit*	*8th digit*		
AAS Title: **Welding Technology AAS**				☐ Associate of Applied Science (AAS) Degree	
Option Title**				☐ *OPTION* to AAS Degree	
Certificate Title: *Within* AAS Degree? √ Yes** ☐ No **Entry Level Welder** CC.ENTRYWLDTECH	**48.0508**	**JZ**	*****	√ Career Pathway (12-44)	**23**

****Enter name of base degree in 'AAS Title' box**
Last amendment approved on 05.06.22

TYPE OF PROGRAM AMENDMENT
(Check **ALL** That Apply)

☐ New Program++ ☐ Title Change for Program	☐ **Curriculum Revision**	☐ Revision in Program Credits
		Proposed Total Credits:
Proposed **AAS Title:**		
Proposed **OPTION Title:**		
Proposed **Certificate Title:**		
☐ *SUSPENSION* of Program	*Reason for Suspension:*	
Suspension Effective Date:		

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

CURRICULUM AMENDMENT

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

CURRENT CURRICULUM 22-23				PROPOSED CURRICULUM 23-24			
Course	Title	Hours	Credits	Course	Title	Hours	Credits
Term 1							
WLD-100	Welder's Print Reading I	33	3				
WLD-111 Or WLD-113 Or WLD-115	Shielded Metal Arc Welding (Stick) Or Gas Metal Arc Welding/Flux Core Arc Welding (Wirefeed) Or Gas Tungsten Arc Welding (GTAW)	176	8	Select one of the following:			
				WLD-111 Or WLD-111A And WLD-111B	Shielded Metal Arc Welding (Stick)	176	8
				WLD-113 Or WLD-113A And WLD-113B	Gas Metal Arc Welding/Flux Core Arc Welding (Wirefeed)	176	8
				WLD-115 Or WLD-115A And WLD-115B	Gas Tungsten Arc Welding (GTAW)	176	8
Term 2							
WLD-111 Or WLD-113 Or WLD-115	Shielded Metal Arc Welding (Stick) Or Gas Metal Arc Welding/Flux Core Arc Welding (Wirefeed) Or Gas Tungsten Arc Welding (GTAW)	176	8	Select one of the following:			
				WLD-111 Or WLD-111A And WLD-111B	Shielded Metal Arc Welding (Stick)	176	8
				WLD-113 Or WLD-113A And WLD-113B	Gas Metal Arc Welding/Flux Core Arc Welding (Wirefeed)	176	8
				WLD-115 Or WLD-115A And	Gas Tungsten Arc Welding (GTAW)	176	8

				WLD-115B			
WLD-250	Welding Fabrication I Beginning Project	88	4				

Catalog Notes	
No course may be used to satisfy more than one requirement	

TOTAL *CURRENT* CREDITS:	23	TOTAL *PROPOSED* CREDITS:	

College Contact	AUWD		Telephone No.	
E-Mail Address			Fax No.	
Chief Academic Officer *or* PTE Dean Signature	Armetta Burney via email		Date	3/15/23

Course Inactivations

April 7, 2023

Course Number	Title	Implementation
BA-212	Financial Accounting II	2023/SU

Clackamas Community College

Online Course/Outline Submission System

☐ Show changes since last approval in red   Print   Edit   Delete   Back

Date approved: November 20, 2020 Certified General Education Area(s): None

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 - 212

 # Credits: 4

Contact hours

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

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

Course Title: Financial Accounting II

Course Description:

BA-212 picks up where BA-211 left off with accrual accounting principles and practices for service and merchandising organizations. In this course, students examine financial accounting practices more in-depth, including long-term asset acquisition and cost allocation, current and long-term liabilities such as payroll and bonds, stockholders' equity and earned capital and the statement of cash flows. Students practice evaluating financial position through ratio and financial statement analysis. This second financial accounting course is designed for students who are interested in business in general, as well as those who are planning a career in accounting.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

Are there prerequisites to this course?

Yes

Pre-reqs: BA-211

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**
✓ **Fall**

✓ Winter
✓ Spring

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. measure the cost of long-term assets, including property, plant, equipment, and intangible assets, allocate cost through various depreciation methods, and record loss or gain on disposals;
2. demonstrate transactions for current and long-term liabilities, including payroll and bonds, and how they are presented on the balance sheet;
3. explain why organizations invest, and record debt and equity investment transactions;
4. comprehend the elements of stockholders' equity and earned capital;
5. prepare a statement of cash flows under both direct and indirect methods;
6. analyze financial statements and interpret ratios to evaluate operational performance and financial position.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Long-term property, plant, and equipment assets, natural resources, and intangible assets.
2. Current liabilities, including payroll.
3. Long-term liabilities, with emphasis on bonds.
4. Stockholders' equity and invested capital.
5. Statement of Cash Flows.
6. Financial statement analysis.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

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

PCC: BA212
OIT: ACC 202 Prin of Accounting II

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
:

Course	Current Hours/Credits	Proposed Hours/Credits
ECE-280	72-216LAB/2-6 credits	108 LAB/3 credits

Clackamas Community College

Online Course/Outline Submission System

Section #1 General Course Information

Department: Education, Human Services & Criminal Justice

Submitter

First Name: Dawn
Last Name: Hendricks
Phone: 4158
Email: dawn.hendricks

Course Prefix and Number: ECE - 280

 # Credits: 3

Contact hours

Lecture (# of hours):
Lec/lab (# of hours):
Lab (# of hours):   108
Total course hours: 108

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: Early Childhood Education/CWE

Course Description:

Cooperative work experience. Provides students with on-the-job experience in the field of early childhood education. Students will work in pre-approved educational settings that serve children from six weeks old through age eight. Required: Student Petition.

Type of Course: Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

Are there prerequisites to this course?

Yes

Pre-reqs: ECE-121, ECE-150, and ECE-154

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

No

Are there corequisites to this course?

Yes

Co-reqs: CWE-281

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

Yes

Recommendations:

Requirements: Student Petition

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F Only

Audit: Yes

When do you plan to offer this course?

✓ Summer
✓ Fall

✓ Spring

Is this course equivalent to another?

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

Yes

Course Number: ECE-280ES, APR-280ECE   Title: Experiencia Laboral Cooperativa

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 professional workplace practices and ethics;
2. observe teachers and children in developmentally appropriate environments;
3. provide a safe environment for children to prevent and reduce injuries;
4. communicate with children and provide opportunities and support for children to understand, acquire and use verbal and nonverbal means of communicating thoughts and feelings;
5. describe how to set up an early learning environment to promote children's development and learning;
6. follow positive guidance strategies when working with young children;
7. demonstrate an appreciation and understanding of culturally and linguistically diverse children;
8. demonstrate and describe an understanding of the role of observation in teaching young children.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. The role of the professional in early childhood education.
2. Ethics in early childhood.
3. Observing young children in authentic contexts.
4. Following positive guidance strategies.
5. The impact of the environment on learning and development.
6. Promoting young children's language development.
7. Appreciating cultural and lingiustic diversity.

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval
:

Course Number	Title	Implementation
APR-121ECE	Observation and Guidance I in ECE Settings	2023/SP
APR-150ECE	Introduction to Early Childhood Education & Family Studies	2023/SP
APR-154ECE	Language & Literacy Development in Young Children	2023/SP
APR-225ECE	Prenatal, Infant & Toddler Development	2023/SP
APR-235ECE	Safety, Health and Nutrition	2023/SP
APR-240ECE	Environments and Curriculum Planning	2023/SP
APR-247ECE	Preschool Through Adolescent Child Development	2023/SP
APR-258ED	Multicultural Education	2023/SP
APR-280ECE	Early Childhood Education/CWE	2023/SP
APR-281CWE	Cooperative Work Experience Seminar	2023/SP

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: EHCJ

Submitter

First Name: Dawn
Last Name: Hendricks
Phone: 5035946158
Email: dawn.hendricks

Course Prefix and Number: APR - 121ECE

 # Credits: 4

Contact hours

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

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

Course Title: Observation and Guidance I in ECE Settings

Course Description:

Course is designed to help students explore in depth observation and recording techniques of children's development and learning and to examine various child guidance techniques for children from birth - 3rd grade. Students will be provided with strategies to assist them in providing positive guidance to children in a variety of settings and situations.

Type of Course: Career Technical Preparatory

Reason for the new course:

We are developing an apprenticeship program in ECE. All apprenticeship courses have to start with APR. However, this course already exists.

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Winter

Is this course equivalent to another?

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

Yes

Course Number: ECE-121, ECE-121ES   Title: Observación y Orientación I en Educación Temprana

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

No

Student Learning Outcomes:

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

1. describe guidelines for taking objective, factual observations of children;
2. record observations of children using more than one technique (running records, anecdotals, and checklists) and reflect on their observations;
3. design an encouraging classroom environment to promote children's understanding of what is expected of them (e.g. what to do, where to go and how to find necessary materials, etc.);
4. develop classroom transitions to minimize disruptions and maximize learning;
5. discuss the levels of mistaken behavior in the classroom and explain how to respond appropriately;
6. explain effective strategies for partnering with families to share observations of children.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Reasons for observing young children.
2. Guidelines for taking objectives observations.
3. Observing in the developmental domains.
4. Recording observations using ancecdotals.
5. Recording observations using running records.
6. Recording observations using checklists.
7. Introducing assessment through observation.
8. Creating an encouraging classroom environment.
9. Understanding children's levels of mistaken behavior.
10. Responding to mistaken behavior in appropriate ways.
11. Building positive partnerships with families to discuss observations and assessment.

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: EHCJ

Submitter

First Name: Dawn
Last Name: Hendricks
Phone: 5035946158
Email: dawn.hendricks

Course Prefix and Number: APR - 150ECE

 # 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 Early Childhood Education & Family Studies

Course Description:

Focuses on the history of early childhood education and the prominent theorists that have significantly contributed to the field. The types of programs that serve young children, birth-age 8, and their families will be examined. State and national standards in early childhood education and family studies will be explored.

Type of Course: Career Technical Preparatory

Reason for the new course:

We are creating an early childhood education apprenticeship certificate. The courses already exist but all apprenticeship courses have to have the APR prefix.

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?
Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)*

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F Only

Audit: No

When do you plan to offer this course?

✓ Fall

Is this course equivalent to another?

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

Yes

Course Number: ECE-150, ECE-150ES   Title: Introduction to Early Childhood Education & Family

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

No

Student Learning Outcomes:

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

1. explain current theories and ongoing research in early care and education;
2. describe the role of play in early childhood programs;
3. compare early learning program models;
4. explain the importance of developing culturally responsive partnerships with families;
5. identify appropriate guidance techniques used in early care and education settings;
6. describe the observation, assessment and teaching cycle and used to plan curriculum for all young children;
7. apply the professional code of ethics for early care and education to resolve dilemmas;
8. describe major historical figures, advocates and events, shaping today's early childhood education;
9. summarize the intent of the National Association for the Education of Young Children (NAEYC) teacher standards and competencies, Oregon's Early Learning and Kindergarten Readiness Guidelines and the Common Core State Standards;
10. apply to the Central Background Registry (CBR) at oregonearlylearning.com.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. An Overview of the Field of Early Childhood Education
2. Professionalism in Early Childhood Education
3. Theories and Progam Approaches
4. State and Federal standards for early learning
5. Brain Development
6. Child Development and Developmentally Appropriate Practices
7. Diversity and Equity in the Field of Early Childhood Education
8. Observation and Assessment
9. The Value of Play
10. Early Learning Environments
11. Family Connection
12. Beyond Behaviors

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

1. Increased energy efficiency   **No**
2. Produce renewable energy   **No**
3. Prevent environmental degradation   **No**

4. Clean up natural environment   **No**
5. Supports green services   **No**

Percent of course: 0%

First term to be offered:

Next available term after approval
:

Clackamas Community College

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Section #1 General Course Information

Department: EHCJ

Submitter

First Name: Dawn
Last Name: Hendricks
Phone: 5035046158
Email: dawn.hendricks

Course Prefix and Number: APR - 154ECE

 # Credits: 4

Contact hours

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

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

Course Title: Language & Literacy Development in Young Children

Course Description:

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

Type of Course: Career Technical Preparatory

Reason for the new course:

We are developing an apprenticeship program in ECE. All apprenticeship courses have to start with APR. However, this course already exists.

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?
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?

✓ Winter

Is this course equivalent to another?

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

Yes

Course Number: ECE-154, ECE-154ES   Title: Language & Literacy Development in Young Children

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

No

Student Learning Outcomes:

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

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

This course does not include assessable General Education outcomes.

Major Topic Outline:

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

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

1. Increased energy efficiency	**No**
2. Produce renewable energy	**No**
3. Prevent environmental degradation	**No**
4. Clean up natural environment	**No**

5. Supports green services   **No**

Percent of course: 0%

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: EHCJ

Submitter

First Name: Dawn
Last Name: Hendricks
Phone: 503-679-0731
Email: dawn.hendricks

Course Prefix and Number: APR - 225ECE

 # Credits: 3

Contact hours

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

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

Course Title: Prenatal, Infant & Toddler Development

Course Description:

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

Type of Course: Career Technical Preparatory

Reason for the new course:

We are developing an apprenticeship program in ECE. All apprenticeship courses have to start with APR. However, this course already exists.

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

Yes

Check which General Education requirement:

✓ Writing
✓ Oral Communication

✓ Social Science

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

Yes

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

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?
Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)*

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Winter

Is this course equivalent to another?

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

Yes

Course Number: HDF-225, HDF-225ES   Title: Prenatal, Infant and Toddler Development

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

No

Student Learning Outcomes:

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

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

AAOT/ASOT GENERAL EDUCATION OUTCOMES
COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

P   2. Locate, evaluate, and ethically utilize information to communicate effectively.

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

SP: Speech/Oral Communication Outcomes

    1. Engage in ethical communication processes that accomplish goals.

P   2. Respond to the needs of diverse audiences and contexts.

    3. Build and manage relationships.

MA: Mathematics Outcomes:

    1. Use appropriate mathematics to solve problems.

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

AL: Arts and Letters Outcomes

    1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

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

SS: Social Science Outcomes

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

P   2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

    1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

    2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

    3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

✓ **Projects**

✓ **Presentations**

✓ **Rubrics**

:

Major Topic Outline:

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

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: EHCJ

Submitter

First Name: Dawn
Last Name: Hendricks
Phone: 5035946158
Email: dawn.hendricks

Course Prefix and Number: APR - 235ECE

 # 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: Safety, Health and Nutrition

Course Description:

Explores safety, health and nutrition issues for children ages infant through preschool. Focus includes creating safe indoor and outdoor environments, healthy lifestyle practices, caring for children with special healthcare needs, USDA food program requirements, and state guidelines around safety, health and nutrition requirements.

Type of Course: Career Technical Preparatory

Reason for the new course:

We are developing an apprenticeship program in ECE. All apprenticeship courses have to start with APR. However, this course already exists.

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?
Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)*

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F Only

Audit: Yes

When do you plan to offer this course?

✓ Fall

Is this course equivalent to another?

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

Yes

Course Number: ECE-235, ECE-235ES   Title: Safety, Health & Nutrition

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

No

Student Learning Outcomes:

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

1. explain why health and well-being in early childhood is important;
2. identify common risks that lead to injury in children;
3. connect classroom design to safety and injury prevention;
4. identify standard precautions to prevent illness;
5. describe some chronic health conditions that children in early care and education programs may have;
6. plan menus for young children that meet USDA guidelines;
7. discuss physical activity recommendations for young children;
8. create lesson plans to support nutrition experience and physical activity.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Children's well-being and early childhood education
2. Preventing injury and protecting children's safety
3. Creating safe indoor and outdoor environments
4. Caring for minor injuries and preparing for emergencies
5. Child Maltreatment
6. Preparing for health and wellness
7. Prevention of illness
8. Caring for children with special health care needs
9. Physical wellness and movement
10. Nutrition and menu planning

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval

:

Clackamas Community College

Online Course/Outline Submission System

Section #1 General Course Information

Department: EHCJ

Submitter

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

Course Prefix and Number: APR - 240ECE

 # Credits: 4

Contact hours

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

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

Course Title: Environments and Curriculum Planning

Course Description:

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

Type of Course: Career Technical Preparatory

Reason for the new course:

We are developing an apprenticeship program in ECE. All apprenticeship courses have to start with APR. However, this course already exists.

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

Yes

Check which General Education requirement:

✓ Writing
✓ Oral Communication

✓ Social Science

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

Yes

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

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?
Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)*

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F Only

Audit: No

When do you plan to offer this course?

✓ Spring

Is this course equivalent to another?

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

Yes

Course Number: ECE-240, ECE 240ES   Title: Environments and Curriculum Planning

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

No

Student Learning Outcomes:

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

1. describe the theoretical perspectives and core research base related to facilitating positive, supportive relationships and interactions with young children and creating a caring community of learners when working with groups of children;
2. describe the theoretical perspectives and core research base about various teaching strategies used with young children;
3. use teaching practices that incorporate the various types and stages of play that support young children's development;
4. use teaching practices that support development of young children's executive function skills;
5. apply knowledge about age levels, abilities, developmental status, cultures and languages, and experiences of children in to make professional judgments about the use of materials, the organization of indoor and outdoor physical space and materials, and the management of daily schedules and routines;
6. describe how young children learn across core content areas and use this understanding of pedagogical content knowledge to make instructional decisions;
7. select or create curriculum that counters biases and stereotypes, fosters young children's interest in the content areas, and facilitates individual and group learning in preschool settings;
8. identify early learning standards relevant to the state and/or early learning setting.

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

2. Locate, evaluate, and ethically utilize information to communicate effectively.

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

SP: Speech/Oral Communication Outcomes

P   1. Engage in ethical communication processes that accomplish goals.

P   2. Respond to the needs of diverse audiences and contexts.

P   3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

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

AL: Arts and Letters Outcomes

1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

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

SS: Social Science Outcomes

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

P   2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Outcomes Assessment Strategies:

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

✓ **Presentations**

✓ **Rubrics**

:

Major Topic Outline:

1. Bulding positive, supportive relationships with young children
2. The importance of play
3. Promoting executive function skills
4. Developmentally appropriate practice and curriculum
5. Developing a daily schedule
6. Arranging the physical environment
7. State standards and other early learning guidelines
8. Planning experiences that focus on literacy, mathematics, science, social studies and other content areas
9. Assessing curriculum implementation and environments
10. Developing planning forms
11. Cultural and linguistically responsive curriculum and environments
12. Individualization of the curriculum for all children
13. Engaging in reflective and intentional practice

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

Section #1 General Course Information

Department: EHCJ

Submitter

First Name: Dawn
Last Name: Hendricks
Phone: 5035946158
Email: dawn.hendricks

Course Prefix and Number: APR - 247ECE

 # Credits: 3

Contact hours

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

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

Course Title: Preschool Through Adolescent Child Development

Course Description:

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

Type of Course: Career Technical Preparatory

Reason for the new course:

We are developing an apprenticeship program in ECE. All apprenticeship courses have to start with APR. However, this course already exists.

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

Yes

Check which General Education requirement:

✓ **Writing**
✓ **Oral Communication**

✓ **Social Science**

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

Yes

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

Are there prerequisites to this course?

Yes

Pre-reqs: APR-225ECE

Have you consulted with the appropriate chair if the pre-req is in another program?
Yes (A 'Yes' certifies you have talked with the chair and have received approval.)*

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?
Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)*

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ Spring

Is this course equivalent to another?

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

Yes

Course Number: HDF-247, HDF-247ES   Title: Preschool Through Adolescent Child Development

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

No

Student Learning Outcomes:

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

1. identify and discuss current theories, research and emerging trends in the field of child development;
2. provide examples of major milestones in the physical, cognitive, language and socioemotional domains in children ages three through adolescence;
3. recognize examples of behaviors from the physical, cognitive, and socioemotional domains of development;
4. describe developmental, cultural and environmental factors that influence children's physical, cognitive, language and socioemotional development during early childhood through adolescence;
5. explain how culture and language impact development;
6. identify the components and benefits of executive functioning;
7. describe strategies to support development.

AAOT/ASOT GENERAL EDUCATION OUTCOMES
COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

P   2. Locate, evaluate, and ethically utilize information to communicate effectively.

      3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

      1. Engage in ethical communication processes that accomplish goals.

P   2. Respond to the needs of diverse audiences and contexts.

P   3. Build and manage relationships.

MA: Mathematics Outcomes:

      1. Use appropriate mathematics to solve problems.

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

AL: Arts and Letters Outcomes

      1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

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

SS: Social Science Outcomes

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

      2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

      1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

      2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

      3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Outcomes Assessment Strategies:

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

✓ **Presentations**

✓ **Rubrics**

:

Major Topic Outline:

1. Physical development in early childhood
2. Cognitive development in early childhood
3. Social emotional development in early childhood
4. Physical development in middle childhood
5. Cognitive development in middle childhood
6. Social emotional development in middle childhood
7. Physical development in adolescence
8. Cognitive development in adolescence
9. Social emotional development in adolescence

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

Print | Edit | Delete | Back
Reject | Publish

Section #1 General Course Information

Department: EHCJ

Submitter

First Name: Dawn
Last Name: Hendricks
Phone: 5035946158
Email: dawn.hendricks

Course Prefix and Number: APR - 258ED

 # Credits: 3

Contact hours

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

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

Course Title: Multicultural Education

Course Description:

Covers the philosophy, activities, and techniques appropriate to a culturally relevant classroom for students from pre-Kindergarten through post-secondary. Emphasizes understanding the impact of culture on individual perception and learning and group dynamics.

Type of Course: Career Technical Preparatory

Reason for the new course:

We are developing an apprenticeship program in ECE. All apprenticeship courses have to start with APR. However, this course already exists.

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?
Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)*

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F Only

Audit: No

When do you plan to offer this course?

✓ Spring

Is this course equivalent to another?

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

Yes

Course Number: ED-258   Title: Multicultural Education

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

No

Student Learning Outcomes:

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

1. describe the characteristics and purpose of education that is culturally relevant;
2. identify strategies for affirming cultural diversity in the classroom;
3. describe curriculum and instructional strategies which provide equal educational opportunities for diverse students;
4. identify legal and ethical issues related to multicultural education;
5. discuss the impact of an individual's culture on their performance in academic settings.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Foundations of multicultural education.
2. Ethnicity and race.
3. Class and socioeconomic status.
4. Gender identity.
5. Sexual orientation.
6. Exceptionality and ableism.
7. Language.
8. Religion.
9. Geography.
10. Youth culture.
11. Culturally relevant pedagogy.

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval

:

Clackamas Community College

Online Course/Outline Submission System

Section #1 General Course Information

Department: EHCJ

Submitter

First Name: Dawn
Last Name: Hendricks
Phone: 5035946158
Email: dawn.hendricks

Course Prefix and Number: APR - 280ECE

 # Credits: 3

Contact hours

Lecture (# of hours):
Lec/lab (# of hours):
Lab (# of hours):   108
Total course hours: 108

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: Early Childhood Education/CWE

Course Description:

Cooperative work experience. Provides students with on-the-job experience in the field of early childhood education. Students will work nine hours a week in pre-approved educational settings that serve children from six weeks old through age eight. Required: Student Petition.

Type of Course: Career Technical Preparatory

Reason for the new course:

We are developing an apprenticeship program in ECE. All apprenticeship courses have to start with APR. However, this course already exists.

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

Are there prerequisites to this course?

No

Are there corequisites to this course?

Yes

Co-reqs: APR-281CWE

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 Only

Audit: No

When do you plan to offer this course?

✓ Summer
✓ Fall

✓ Spring

Is this course equivalent to another?

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

Yes

Course Number: ECE-280, ECE280ES   Title: Early Childhood Education/CWE

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

No

Student Learning Outcomes:

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

1. demonstrate professional workplace practices and ethics;
2. observe teachers and children in developmentally appropriate environments;
3. provide a safe environment for children to prevent and reduce injuries;
4. communicate with children and provide opportunities and support for children to understand, acquire and use verbal and nonverbal means of communicating thoughts and feelings;
5. describe how to set up an early learning environment to promote children's development and learning;
6. follow positive guidance strategies when working with young children;
7. demonstrate an appreciation and understanding of culturally and linguistically diverse children;
8. demonstrate and describe an understanding of the role of observation in teaching young children.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. The role of the professional in early childhood education.
2. Ethics in early childhood.
3. Observing young children in authentic contexts.
4. Following positive guidance strategies.
5. The impact of the environment on learning and development.
6. Promoting young children's language development.
7. Appreciating cultural and lingiustic diversity.

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval
:

Clackamas Community College

Online Course/Outline Submission System

Section #1 General Course Information

Department: EHCJ

Submitter

First Name: Dawn
Last Name: Hendricks
Phone: 5036790731
Email: dawn.hendricks

Course Prefix and Number: APR - 281CWE

 # Credits: 0

Contact hours

Lecture (# of hours): 16
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 16

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: Cooperative Work Experience Seminar

Course Description:

The seminar provides an opportunity to develop the career management skills necessary to obtain, sustain, and advance in employment. Prepares students for career success. Required: Student Petition.

Type of Course: Career Technical Preparatory

Reason for the new course:

We are developing an apprenticeship program in ECE. All apprenticeship courses have to start with APR. However, this course already exists.

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

Are there prerequisites to this course?

No

Are there corequisites to this course?

Yes

Co-reqs: APR-280ECE

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:

Non-graded

Audit: No

When do you plan to offer this course?

✓ Summer

✓ Spring

Is this course equivalent to another?

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

Yes

Course Number: CWE-281, CWE-281ES   Title: Cooperative Work Experience Seminar

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

No

Student Learning Outcomes:

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

1. explain currently accepted ethical work practices in their chosen field through class discussion;
2. demonstrate understanding of workplace issues through researching and completing career-specific projects;
3. create, update and/or adapt a personal resume to achieve specific career goals;
4. identify techniques and skill sets that enhance career advancement opportunities.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Orientation and establishment of individual goals/measurable learning objectives
2. Job search skills for obtaining a position or advancing in a career
3. Resume construction and job interview
4. Informational interview(s) with professional in chosen career field
5. Create and/or develop a professional portfolio
5. Time Management, Conflict Management, Networking , Sexual Harassment, or Ethics
6. Human relations on the job
7. Summary and evaluation

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval

:

Race and Ethnic Studies requirement (RESR) PSU – Meeting Notes 3.8.23

From CCC – Jessica Kissler, Lupe Martinez Zapata, Casey Sims, Dustin Bare

From PSU – Christina H., Cindy B., Randi P., Suzanne K.

Current process –

- If PSU approves a course to meet their RESR and they have a direct transfer equivalent course from CCC it will automatically be approved at meeting the RESR at PSU.
- If we have courses we think should meet this requirement we should send a syllabus to PSU – Suzanne Koedoot and Randi Harris
    - *We likely should designate someone or our curriculum office to be the key point of contact on this so we are only sending PSU batches of courses bi-annually vs. one-by-one per what Christina shared.*
- When submitting a course to PSU for approval see Submission steps below

Current Approved CCC courses –

- Currently there are only two courses (ES 101 & ES 211) but other are in the works and the syllabi are being reviewed

Possible FAQ's -

- The courses identified in the AAOT as meeting the Cultural Literacy requirement do not automatically meet the new Race and Ethnic Studies requirement at PSU.

PSU's Submission Guidelines

- Send courses to be reviewed and approved to –
    - resr@pdx.edu and Cc…
    - Randi Harris rap@pdx.edu
- We must include
    - Course Title
    - Course Number
    - Course Syllabi

    - Statement that indicates whether the course meets the domestic or international component of the RESR
    - A justification that explains why and how the course satisfies the curriculum and pedagogy of the RESR. For example, a course meets this requirement when it provides clear tools of analysis that explain the organization of societies by the idea of racial and ethnic difference, and the inequalities, conflicts, and social justice agendas that result from it. The committee encourages faculty to demonstrate clear ways students engage with course content related to race and systemic oppression throughout the term.

PSU's Links –

Race & Ethnic Studies Requirement:

https://www.pdx.edu/advising/race-ethnic-studies-requirement

List of currently PSU approved courses

https://docs.google.com/document/d/1dPi5_zZiDZTpBeA9yv8awSii3KN818TNx1WcupPuDio/edit

CCC approved courses – 3.9.23

- ES 211
- ES 101

PSU's RESR review rubric questions –

1. Does the course justification adequately explain how the course content satisfies the RESR and the multiple ways students engage with the material and content of the course?
2. Does the course adequately interrogate the social constructions of race and/or ethnicity along with systemic oppression throughout the term of the course?
3. Does the course provide multiple ways for students to engage with the course content?
4. Does the course primarily utilize the scholarship of the racial/ethnic community being discussed in the course?
5. Does the course align its departmental disciplinary and/or interdisciplinary requirements with the broader field of Critical Race & Ethnic studies?

3.15.23 – CCC Crew meeting – Next Steps

PSU has very high standards to meet this requirement and we at CCC need to develop a process for how we review CCC courses, similar to Gen Ed, and Related Instruction sub-groups, so we can send PSU quarterly list of courses to review or maybe just once a year. PSU does not want one-offs sent, so we need to establish a system and owners of this.

PSU's Race and Ethnic Studies Requirement (RESR)

Approved CCC courses –

- ES 101 – Introduction to Ethnic Studies
- ES 211 – Intro to Latino/a/x Studies

Pending CCC courses -

- ES 241 – Intro Native American Studies - Awaiting review of the CCC syllabus (not yet submitted)

More info on PSU's RESR

- Webpage - https://www.pdx.edu/advising/race-ethnic-studies-requirement

Why this is important for us –

Students entering PSU with fewer than 90 college credit hours must take one course which focuses on the U.S. experience (domestic) and another which centers the experience of groups under European and U.S. colonialism and imperialism beyond the U.S. (international). One of those courses must be taken within the School of Gender, Race and Nations units (BST, CHLA, NAS, WS). Students entering with 90 or more credits need one RESR course, which does not need to be taken within the SGRN units and can be from either of the lists below.

PSU's Review Rubric questions –

- Does the course justification adequately explain how the course content satisfies the RESR and the multiple ways students engage with the material and content of the course?
- Does the course adequately interrogate the social constructions of race and/or ethnicity along with systemic oppression throughout the term of the course?
- Does the course provide multiple ways for students to engage with the course content?
- Does the course primarily utilize the scholarship of the racial/ethnic community being discussed in the course?
- Does the course align its departmental disciplinary and/or interdisciplinary requirements with the broader field of Critical Race & Ethnic studies?

Questions to answer –

- Where should the gathering and submitting of courses to be reviewed by PSU live?
  - They would prefer to get a batch of courses once a year versus one at a time

Process to submit CCC courses for review –

- Send courses to be reviewed and approved to –
  - resr@pdx.edu and Cc…
  - Randi Harris rap@pdx.edu
- We must include
  - Course Title
  - Course Number
  - Course Syllabi

  - Statement that indicates whether the course meets the domestic or international component of the RESR
  - A justification that explains why and how the course satisfies the curriculum and pedagogy of the RESR. For example, a course meets this requirement when it provides clear tools of analysis that explain the organization of societies by the idea of racial and ethnic difference, and the inequalities, conflicts, and social justice agendas that result from it. The committee encourages faculty to demonstrate clear ways students engage with course content related to race and systemic oppression throughout the term.