

	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. Related Instruction a. BA-285, COMM-100Z, COMM-218Z, HE-249, HE-252, HS-156, MTH-065, MTH-095, MTH-105Z, MTH-111Z, MTH-112Z, MTH-254, MTH-261, PE-294A, STAT-243Z, WR-101, WR-121Z, WR-122Z, WR-227Z b. Program Amendments a. Educación infantil y estudios familiares AAS & CC b. Early Childhood Education & Family Studies AAS & CC	RI Sub Committee Dawn Hendricks Dawn Hendricks	Approval/23.SU Approval/23.SU Approval/23.SU
5. Old Business a. CourseLeaf Update b. Writing and Reviewing Student Learning Outcomes	Curriculum Office Elizabeth Carney	
6. New Business a. Curriculum Committee Membership 23-24	Curriculum Office	
7. Closing Comments a.		

Present: ASG (Bethany Day), Dustin Bare, Nora Brodnicki, Armetta Burney, Amanda Coffey, Megan Feagles (Recorder), Bev Forney, Sue Goff, Erin Gravelle, Dawn Hendricks, Kerrie Hughes (Chair), Jason Kovac, Kara Leonard, Mike Mattson, Patricia McFarland, Lisa Reynolds, Terrie Sanne, Charles Siegfried, Tara Sprehe, Chris Sweet, Sarah Steidl, Dru Urbassik, Andrea Vergun, Helen Wand, Jim Wentworth-Plato (Alternate Chair)

Guests: Jen Miller, John Phelps

Absent: Hillary Abbott, George Burgess, Rick Carino, Elizabeth Carney, Sharron Furno, Eric Lee, Tracy Nelson, David Plotkin, Casey Sims

1. Welcome & Introductions

2. Approval of Minutes

- a. Approval of the March 17, 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. **Wildland Fire Management AAS, Wildland Fire Science CC Amendments**

- i. Curriculum Office presented for Dan LoFaro
ii. Removing UAS as an elective option. All three UAS courses were scheduled for inactivation at the end of 2023.

Motion to approve, approved

b. **AST Computer Science Amendment**

- i. Jen Miller presented
ii. Students who tested out of MTH-111Z and MTH-112Z weren't getting credit for those courses. Now if they test out of those courses they will start with MTH-251 and make up the credits in the electives

Motion to approve, approved

iii. **Entry Level Welder CPOC Amendment**

1. John Phelps presented
2. Adding the option to take WLD-111 or WLD-111A and WLD-111B (and same for 113 and 115) so that Grad Services doesn't have to do substitutions

Motion to approve, approved

c. **Course Inactivations**

- i. BA-212
1. Bev Forney presented
2. The material from BA-212 was absorbed into BA-211 when that course was redone

Motion to approve, approved

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

- i. ECE-280
1. Dawn Hendricks presented
2. Changing from 2-6 credits, 72-216 LAB to 3 credits, 108 LAB
3. Only offered as 3 credits so updating the outline to match

Motion to approve, approved

e. **New Courses**

- i. APR-121ECE, 150ECE, 154ECE, 225ECE, 235ECE, 240ECE, 247ECE, 258ED, 280ECE, 281CWE
1. Dawn Hendricks presented
2. Equated to existing ECE courses. These will be part of a new Apprenticeship early ed program. Apprenticeship courses have to have the APR prefix per state requirements.

Motion to approve, approved

5. Old Business

i.

6. New Business

a. PSU Race and Ethnic Studies Requirement

- i. Dustin Bare presented
- ii. Interested in a process to identify courses that might meet PSU's Race and Ethnic Studies Requirement.
- iii. Is there a due date to identify these courses? No hard deadline.
- iv. Dustin will follow up with Trish, Amanda, Dru, and Jessica Kissler to start identifying courses.

7. Closing Comments

a.

-Meeting Adjourned-

Next Meeting: April 21, 2023 (8-9:30am)

April 21, 2023

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
HE-204	Nutrition & Weight Control	2023/SU
HE-223	Sports Nutrition	2023/SU
PE-185	Physical Education	2023/SU

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: HLPE

Submitter

First Name: Jessica
Last Name: Buel
Phone: 3602
Email: jessicab

Course Prefix and Number: HE - 204

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: Nutrition & Weight Control

Course Description:

Methods of maintaining or improving nutrition by considering diets and dieting, obesity, types of exercise, physical testing, cardio-vascular fitness and nutritional concepts.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

Yes

Area: Physical Education/Health

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. describe and differentiate between the six essential nutrients;
2. develop their own plan to change two current lifestyle choices;
3. analyze current nutritional topics and philosophies;
4. describe information on current caloric consumption and needs;
5. outline fundamental weight management strategies.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Food choices.
2. Nutrition guidelines.
3. Macronutrients.
4. Micronutrients.
5. Energy balance.
6. Weight management.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

How does it transfer? (Check all that apply)

general elective

:

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: HLPE

Submitter

First Name: Jessica
Last Name: Buel
Phone: 3602
Email: jessicab

Course Prefix and Number: HE - 223

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: Sports Nutrition

Course Description:

Examination of nutrition as it relates to the demands of exercise and competitive sport. Emphasis on the relationship of diet and exercise to optimal health and performance. This course can lead to a certification as a sports nutritionist through the NCSF.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

Yes

Have you talked with the appropriate chair?

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

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

Yes

Area: Physical Education/Health

GRADING METHOD:

A-F or Pass/No Pass

Audit: No

When do you plan to offer this course?

✓ **Fall**

✓ **Winter**

✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. identify and apply the general principles of nutrition and nutrient requirements;
2. discuss and encourage critical thinking;
3. apply fundamentals of nutrition, with its relation to physical activity and competitive sport;
4. demonstrate an understanding of healthy living;
5. demonstrate the knowledge to be prepared to take the certification exam for a Certified Sports Nutritionist.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Nutrients and recommended intakes.
2. Fuel sources for muscle and and exercise metabolism/Energy.
3. Carbohydrates, fat, protein and amino acids.
4. Water requirements, vitamins and minerals.
5. Nutrition supplements.
6. Body composition and weight management.
7. Nutrition and immune function.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

How does it transfer? (Check all that apply)

:

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Section #1 General Course Information

Department: HLPE

Submitter

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

Course Prefix and Number: PE - 185

Credits: 1

Contact hours

Lecture (# of hours):
Lec/lab (# of hours):
Lab (# of hours): 33
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: Physical Education

Course Description:

Various activity classes which may include aikido, aerobic dance, ballet, basketball, conditioning, cross training, golf, karate, racquetball, rock climbing, self-defense, soccer, softball, swimming, swing dance, tai chi, tennis, volleyball, weight training, yoga, and zumba.

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): Multiple AAS & Certificate Degrees

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: Current physical examination before enrolling

Requirements:

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

Yes

Area: Physical Education/Health

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**

✓ **Fall**

✓ **Winter**

✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. demonstrate the techniques and rules of the specific activity;
2. comprehend and increase knowledge base of the specific activity;
3. improve current fitness level.

This course does not include assessable General Education outcomes.

Major Topic Outline:

Example major topics:

1. Goal setting.
2. Strength training.
3. Endurance training.
4. Flexibility development.
5. Technique development.
6. Knowledge development.
7. Competitive opportunities.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

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

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

PSU (Portland State University)

OSU (Oregon State University)

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

Activity classes offered in their Physical Education department.

How does it transfer? (Check all that apply)

general elective

:

First term to be offered:

Next available term after approval

:

Course Number	Title	Related Instruction Area
BA-285	Human Relations in Business	Human Relations
COMM-100Z	Introduction to Communication	Human Relations
COMM-218Z	Interpersonal Communication	Human Relations
HE-249	Mental Health	Physical Education/Health
HE-252	First Aid/CPR/AED	Physical Education/Health
HS-156	Conducting Human Service Interviews	Human Relations
MTH-065	Algebra II	Computation
MTH-095	Algebra III	Computation
MTH-105Z	Math in Society	Computation
MTH-111Z	Precalculus I: Functions	Computation
MTH-112Z	Precalculus II: Trigonometry	Computation
MTH-254	Vector Calculus	Computation
MTH-261	Linear Algebra	Computation
PE-294A	Philosophy of Coaching	Physical Education/Health
STAT-243Z	Elementary Statistics I	Computation
WR-101	Workplace Writing	Communication
WR-121Z	Composition I	Communication
WR-122Z	Composition II	Communication
WR-227Z	Technical Writing	Communication

Clackamas Community College
Online Course/Outline Submission System

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Date approved: November 18, 2022 Certified General Education Area(s): None

Section #1 General Course Information

Department: Business & Computer Science: Business

Submitter

First Name: Michael

Last Name: Moiso

Phone: 3770

Email: mmoiso

Course Prefix and Number: BA - 285

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: Human Relations in Business

Course Description:

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

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

Yes

Area: Human Relations

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Fall**

✓ **Winter**

✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

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

This course does not include assessable General Education outcomes.

Major Topic Outline:

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

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

How does it transfer? (Check all that apply)

:

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Date approved: January 20, 2023 Certified General Education Area(s): None

Section #1 General Course Information

Department: COTA

Submitter

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

Course Prefix and Number: COMM - 100Z

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 Communication

Course Description:

COMM-100Z is a survey course offering an overview of the communication discipline that emphasizes the development of best communication practices in different contexts.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

Yes

Area: Human Relations

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Fall**

✓ **Winter**

✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. explain the ways communication is impacted by ethics, language, nonverbal behaviors, perception, culture, and contexts;(CCN)
2. identify communication theories, perspectives, principles, and concepts;(CCN)
3. explore different areas of communication to develop a broad base of skills and communicative tools when interacting with others;(CCN)
4. articulate the importance of communication expertise in career development and civic engagement.(CCN)

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Elements of the Communication Process.
2. Influence of self-concept.
3. Influence of culture and co-culture.
4. Types of communication.
5. Basic presentation skills
6. Effective verbal and nonverbal communication.
7. The Perceptual Process
8. Listening strategies.
9. Creating and maintaining relationships.
10. Ethical communication.
11. Johari's windows—Awareness and Disclosure.
12. Communicating emotions.
13. Small group roles and rules.
14. Leadership styles.
15. Conflict response.
16. Computer-mediated communication (e-mail, social/professional networks, etc.).
17. Interviewing techniques for both informational and professional purposes.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

Comm-100 or Comm Lower Division Transfer

How does it transfer? (Check all that apply)

general elective

:

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Date approved: January 20, 2023 Certified General Education Area(s): Arts and Letters, Cultural Literacy

Section #1 General Course Information

Department: COTA

Submitter

First Name: Alice
Last Name: Lewis
Phone: 3156
Email: alicel

Course Prefix and Number: COMM - 218Z

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: Interpersonal Communication

Course Description:

COMM-218Z increases the knowledge and use of competent communication skills to better understand oneself, others, and the role of communication in interpersonal relationships.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ Arts and Letters

✓ Cultural Literacy

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

Yes

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

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?

Yes

Area: Human Relations

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. describe how culture, identity, perception, biases, and power influence the communication process;(CCN)
 2. recognize and analyze interpersonal communication concepts (e.g., ethics, verbal and nonverbal communication, listening, emotions, and conflict);(CCN)
 3. assess one's own interpersonal skills to become more competent in a variety of relational contexts;(CCN)
 4. apply foundational concepts and theories to interpersonal communication.(CCN)
-

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

SP: Speech/Oral Communication Outcomes

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

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

Outcomes Assessment Strategies:

- ✓ General Examination
- ✓ Presentations
- ✓ Criteria
- ✓ Rubrics
- ✓ Projects
- ✓ Writing Assignments
- ✓ Multiple Choice Test

:

Major Topic Outline:

1. Communication Process Models
2. Listening
3. Self-concept
4. Perception
5. Cultural identities
6. Self disclosure
7. Conflict management and reduction
8. Communication competence
9. Non-verbal versus verbal communication
10. Relational development, maintenance, and breakdowns

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

COMM218 Interpersonal Communication at PSU and OSU
COM112 Interpersonal Comm at WOU
COMM125 Interpersonal Comm at SOU

How does it transfer? (Check all that apply)

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

:

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

✓ Other. Please explain.

Verified transferability through listings on colleges' websites

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Date approved: November 18, 2022 Certified General Education Area(s): None

Section #1 General Course Information

Department: HLPE

Submitter

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

Course Prefix and Number: HE - 249

Credits: 3

Contact hours

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

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

Course Title: Mental Health

Course Description:

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

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

Yes

Area: Physical Education/Health

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Fall**

✓ **Winter**

✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

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

This course does not include assessable General Education outcomes.

Major Topic Outline:

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

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

How does it transfer? (Check all that apply)

:

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Date approved: November 18, 2022 Certified General Education Area(s): None

Section #1 General Course Information

Department: HLPE

Submitter

First Name: Tracy

Last Name: Nelson

Phone: 3274

Email: tracyn

Course Prefix and Number: HE - 252

Credits: 3

Contact hours

Lecture (# of hours): 33

Lec/lab (# of hours):

Lab (# of hours):

Total course hours: 33

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

Course Title: First Aid/CPR/AED

Course Description:

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

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

Yes

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

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

Yes

Area: Physical Education/Health

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**

✓ **Fall**

✓ **Winter**

✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

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

This course does not include assessable General Education outcomes.

Major Topic Outline:

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

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

How does it transfer? (Check all that apply)

general elective

:

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Date approved: March 17, 2023 Certified General Education Area(s): None

Section #1 General Course Information

Department: EHCJ

Submitter

First Name: Yvonne
Last Name: Smith
Phone: 3207
Email: yvones

Course Prefix and Number: HS - 156

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: Conducting Human Service Interviews

Course Description:

Provides the specific techniques required for entry-level interviewing in human service settings. Addresses issues raised in working with clients from diverse backgrounds.

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 Programs

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

Yes

Area: Human Relations

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **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. set objectives for interviews;
2. identify the stages of an interview and apply techniques appropriate for each stage;
3. analyze and use communication skills specific to helping interviews with diverse populations;
4. apply skills required for information gathering interviews in a variety of settings;
5. apply basic principles of case recording and reporting for human services workers;
6. describe and demonstrate the basic principles of Motivational Interviewing.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Attending Skills.
2. Information Recording and Reporting.
3. Client Observation Skills.
4. Reflecting, Paraphrasing, Summarizing.
5. Structuring Interviews.
6. Motivational Interviewing.
7. Working Across Difference.

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval

:



Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Date approved: February 3, 2023 Certified General Education Area(s): None

Section #1 General Course Information

Department: Mathematics

Submitter

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

Course Prefix and Number: MTH - 065

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: Algebra II

Course Description:

The second term of topics in algebra using the rule-of-four approach: graphs, tables, words, and equations. This course emphasizes algebraic skills, as well as problem solving and graphical techniques with the use of a graphing utility.

Type of Course: Developmental Education

Can this course be repeated for credit in a degree?

No

Are there prerequisites to this course?

Yes

Pre-reqs: MTH-060 with a C or better, or placement in MTH-065

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

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

Yes

Area: Computation

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

Summer

Fall

Winter

Spring

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. solve a linear system graphically or algebraically for an application or situation and interpret the results;
2. perform exponential and polynomial arithmetic for an application or situation and interpret the results;
3. perform factoring techniques and use them to solve polynomial equations for an application or situation, and interpret the results;

4. perform rational expression arithmetic for an application or situation and interpret the results;
5. apply function notation and use it interchangeably with y-notation for an application or situation and interpret the results.

This course does not include assessable General Education outcomes.

Major Topic Outline:

- 5.1 Solving Systems of Equations by Graphing
- 5.2 Solving Systems of Equations using Substitution
- 5.3 Solving Systems of Equations by Elimination
- 5.4 Applications of Systems of Linear Equations
- 6.1 Intro to Exponent Rules
- 6.2 Exponent Rules
- 6.3 Scientific Notation
- 6.4 Add/Sub Polynomials
- 6.5 Multiplying Polynomials
- 6.6 Special Cases of Mult Polynomials
- 6.7 Dividing Polynomials by a Monomial
- 7.1 Great Common Factor
- 7.2 Factor by Grouping
- 7.3 Factor Trinomials when a=1
- 7.4 Factor Trinomials ac-method
- 7.5 Factoring Special Polynomials
- 7.6 Factoring Strategies
- 7.7 Solving Quad Equations by Factoring with Applications
- 8.1 Intro to Functions
- 8.2 Rational Functions
- 8.3 Mult/Div Rational Expressions
- 8.4 Add/Sub Rational Expressions

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Date approved: February 3, 2023 Certified General Education Area(s): None

Section #1 General Course Information

Department: Mathematics

Submitter

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

Course Prefix and Number: MTH - 095

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: Algebra III

Course Description:

The third term of topics in algebra using the rule-of-four approach is designed to prepare students for transfer-level math courses. This course emphasizes problem-solving and graphical techniques with the use of a graphing utility.

Type of Course: Developmental Education

Can this course be repeated for credit in a degree?

No

Are there prerequisites to this course?

Yes

Pre-reqs: MTH-065 with a C or better, or placement in MTH-095

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

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

Yes

Area: Computation

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

Summer

Fall

Winter

Spring

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. solve and graph quadratic equations, including complex solutions, for an application or situation and interpret the results;
2. apply function notation as well as domain and range for an application or situation and interpret the results;
3. solve absolute value equations and inequalities, as well as compound inequalities, for an application or situation and interpret the results;

4. simplify radical expressions and solve radical equations, to include converting between radical notation and rational exponent notation for an application or situation and interpret the results;
5. demonstrate the ability to work with introductory exponential and logarithmic functions for an application or situation and interpret the results.

This course does not include assessable General Education outcomes.

Major Topic Outline:

- 8.1 Introduction to Functions
- 8.2 Rational Functions
- 9.1 Square Root Properties
- 9.2 Solving Quad Eq by Using Square Root Method
- 9.3 The Quadratic Formula
- 9.5 Strategies for Solving Quadratic Equations
- 9.6 Properties of Quadratic Functions
- 9.7 Graphing Quadratic Functions
- 10.1 Function Basics
- 10.2 Domain and Range
- 10.3 Simplifying Expressions with Function Notation
- 11.1 Graphs and Vertex Form
- 11.2 Completing the Square
- 11.3 More on Complex Solutions to Quadratic Equations
- 12.1 Introduction to Absolute Value Functions
- 12.2 Compound Inequalities
- 12.3 Absolute Value Equations and Inequalities
- 13.1 Introduction to Radical Functions
- 13.2 Radical Expressions and Rational Exponents
- 13.3 Radical Expression Operations
- 14.1 Exponential Functions
- 14.2 Logarithmic Functions

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

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

Percent of course: 0%

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Date approved: January 20, 2023 Certified General Education Area(s): Mathematics

Section #1 General Course Information

Department: Mathematics

Submitter

First Name: Kelly
Last Name: Mercer
Phone: 6154
Email: kelly.mercer

Course Prefix and Number: MTH - 105Z

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: Math in Society

Course Description:

An exploration of present-day applications of mathematics focused on developing numeracy. Major topics include quantitative reasoning and problem-solving strategies, probability and statistics, and financial mathematics; these topics are to be weighted approximately equally. This course emphasizes mathematical literacy and communication, relevant everyday applications, and the appropriate use of current technology.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ Mathematics

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: MTH-095 or MTH-098 with a C or better, or placement in MTH-111Z

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

No

Are there corequisites to this course?

No

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

Yes

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

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?

Yes

Area: Computation

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**

✓ **Fall**

✓ **Winter**

✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. employ mathematical reasoning skills when reading complex problems requiring quantitative or symbolic analysis and demonstrate versatility in the consideration and selection of solution strategies;(CCN)
 2. demonstrate proficiency in the use of mathematical symbols, techniques, and computation that contribute to the exploration of applications of mathematics;(CCN)
 3. use appropriate mathematical structures and processes to make decisions and solve problems in the contexts of logical reasoning, probability, data, statistics, and financial mathematics;(CCN)
 4. use appropriate representations and language to effectively communicate and interpret quantitative results and mathematical processes orally and in writing;(CCN)
 5. demonstrate mathematical habits of mind by determining the reasonableness and implications of mathematical methods, solutions, and approximations in context.(CCN)
-

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:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

Outcomes Assessment Strategies:

✓ **General Examination**

✓ **Projects**

✓ **Writing Assignments**

:

Major Topic Outline:

1. Proportional reasoning and percent
2. Tables, graphs, and Venn Diagrams
3. Linear and exponential growth
4. Measures of Average
5. Language of data collection
6. Displaying data
7. Using spreadsheets
8. Financial Math: budgeting, saving, and paying off debt
9. Probability
10. Weighted means and expected value
11. Logical and probabilistic fallacies
12. Language of logic
13. Arguments and conditional statements

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

MTH-105

How does it transfer? (Check all that apply)

general education or distribution requirement

general elective

:

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

Other. Please explain.

MTH105 is listed as a general education course for the AAOT, therefore it will transfer to all state universities in Oregon.

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Date approved: January 20, 2023 Certified General Education Area(s): Mathematics

Section #1 General Course Information

Department: Mathematics

Submitter

First Name: Scot
Last Name: Pruyn
Phone: 6611
Email: scot.pruyn

Course Prefix and Number: MTH - 111Z

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: Precalculus I: Functions

Course Description:

A course primarily designed for students preparing for trigonometry or calculus. This course focuses on functions and their properties, including polynomial, rational, exponential, logarithmic, piecewise-defined, and inverse functions. These topics will be explored symbolically, numerically, and graphically in real-life applications and interpreted in context. This course emphasizes skill building, problem solving, modeling, reasoning, communication, connections with other disciplines, and the appropriate use of present-day technology.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ Mathematics

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

No

Are there prerequisites to this course?

Yes

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

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

No

Are there corequisites to this course?

No

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

Yes

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

Requirements:

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

Yes

Area: Computation

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

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

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. explore the concept of a function numerically, symbolically, verbally, and graphically and identify properties of functions both with and without technology;(CCN)
 2. analyze polynomial, rational, exponential, and logarithmic functions, as well as piecewise-defined functions, in both algebraic and graphical contexts, and solve equations involving these function types;(CCN)
 3. demonstrate algebraic and graphical competence in the use and application of functions including notation, evaluation, domain/range, algebraic operations & composition, inverses, transformations, symmetry, rate of change, extrema, intercepts, asymptotes, and other behavior;(CCN)
 4. use variables and functions to represent unknown quantities, create models, find solutions, and communicate an interpretation of the results;(CCN)
 5. determine the reasonableness and implications of mathematical methods, solutions, and approximations in context. (CCN)
-

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:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

Outcomes Assessment Strategies:

✓ **General Examination**

✓ **Writing Assignments**

✓ **Rubrics**

:

Major Topic Outline:

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

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

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

How does it transfer? (Check all that apply)

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

:

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

Other. Please explain.

Transfer tool websites

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Date approved: January 20, 2023 Certified General Education Area(s): Mathematics

Section #1 General Course Information

Department: Mathematics

Submitter

First Name: Stefan
Last Name: Baratto
Phone: 3325
Email: sbaratto

Course Prefix and Number: MTH - 112Z

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: Precalculus II: Trigonometry

Course Description:

A course primarily designed for students preparing for calculus and related disciplines. This course explores trigonometric functions and their applications as well as the language and measurement of angles, triangles, circles, and vectors. These topics will be explored symbolically, numerically, and graphically in real-life applications and interpreted in context. This course emphasizes skill building, problem solving, modeling, reasoning, communication, connections with other disciplines, and the appropriate use of present-day technology.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ Mathematics

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: MTH-111Z with a C or better, or placement in MTH-112Z

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

No

Are there corequisites to this course?

No

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

Yes

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

Requirements:

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

Yes

Area: Computation

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

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

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. translate among various systems of measure for angles including radians, degrees, and revolutions;(CCN)
 2. represent, manipulate, and evaluate trigonometric expressions in terms of sides of a right triangle and in terms of the coordinates of a unit circle;(CCN)
 3. graph, transform, and analyze trigonometric functions using amplitude, shifts, symmetry, and periodicity;(CCN)
 4. manipulate trigonometric expressions and prove trigonometric identities;(CCN)
 5. solve trigonometric equations using inverses, periodicity, and identities;(CCN)
 6. define, represent, and operate with vectors both geometrically and algebraically;(CCN)
 7. apply the law of sines and the law of cosines to determine lengths and angles;(CCN)
 8. use variables, trigonometric functions, and vectors to represent quantities, create models, find solutions, and communicate an interpretation of the results;(CCN)
 9. determine the reasonableness and implications of mathematical methods, solutions, and approximations in context. (CCN)
-

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.
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- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

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

WR: Writing Outcomes

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

SP: Speech/Oral Communication Outcomes

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

Outcomes Assessment Strategies:

✓ **General Examination**

✓ **Other Assessment Tools:** Homework

Major Topic Outline:

1. Angles and geometric applications.
2. Right-triangle trigonometry.
3. Unit-circle trigonometry.
4. Trigonometric identities.
5. Trigonometry with oblique triangles.
6. Polar coordinates and equations.
7. Parametric functions.
8. Vectors.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

MTH-112

How does it transfer? (Check all that apply)

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

:

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

✓ **Other. Please explain.**

Oregon state-based math standards (Oregon Math Chairs group).

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Date approved: November 18, 2022 Certified General Education Area(s): Mathematics

Section #1 General Course Information

Department: Mathematics

Submitter

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

Course Prefix and Number: MTH - 254

Credits: 5

Contact hours

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

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

Course Title: Vector Calculus

Course Description:

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

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ Mathematics

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

No

Are there prerequisites to this course?

Yes

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

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

Yes

Area: Computation

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**

✓ **Fall**

✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

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

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:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.
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SC: Science or Computer Science Outcomes

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

Outcomes Assessment Strategies:

✓ **General Examination**

✓ **Projects**

✓ **Presentations**

✓ **Rubrics**

✓ **Other Assessment Tools:** Homework problems

Major Topic Outline:

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

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

MTH 254

How does it transfer? (Check all that apply)

required or support for major

:

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

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Date approved: November 4, 2022 Certified General Education Area(s): Mathematics

Section #1 General Course Information

Department: Mathematics

Submitter

First Name: Scot
Last Name: Pruyn
Phone: 6611
Email: scot.pruyn

Course Prefix and Number: MTH - 261

Credits: 4

Contact hours

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

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

Course Title: Linear Algebra

Course Description:

This course is an introduction to linear analysis of n-space: systems of linear equations, vectors, matrices, matrix operations, linear transformations, linear independence, span, bases, subspaces, determinants, eigenvalues, eigenvectors, inner products, diagonalization, and applications of these topics.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ Mathematics

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

No

Are there prerequisites to this course?

Yes

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

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

No

Are there corequisites to this course?

No

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

Yes

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

Requirements:

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

Yes

Area: Computation

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**

✓ **Fall**

✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. Use the row-echelon form of a matrix to draw conclusions about a given system of equations or set of vectors.
 2. Interpret properties of vectors geometrically, including dimensions of surfaces, orthogonality, and norms.
 3. Demonstrate understanding of subspaces of \mathbb{R}^n as well as general vector spaces.
 4. Perform matrix operations, including inverses, determinants, and finding eigenspaces.
 5. Apply principles of matrix algebra to linear transformations, including finding nullspaces and ranges.
-

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:

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

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

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.
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SC: Science or Computer Science Outcomes

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

Outcomes Assessment Strategies:

✓ **General Examination**

:

Major Topic Outline:

1. Linear equations in linear algebra.
 - a. Systems of linear equations.
 - b. Row reduction and echelon forms.
 - c. Vector equations.
 - d. The matrix equation .
 - e. Solution sets of linear systems.
 - f. Applications of linear systems.
 - g. Linear independence.
 - h. Introduction to linear transformations.
 - i. The matrix of a linear transformation.
2. Matrix algebra.
 - a. Matrix operations.
 - b. The inverse of a matrix.
 - c. Characterizations of invertible matrices.
 - d. Applications to computer graphics.
 - e. Subspaces of .
 - f. Dimension and rank.
3. Determinants.
 - a. Introduction to determinants.
 - b. Properties of determinants.
 - c. Cramer's rule, volume, and linear transformations..
4. Eigenvalues and eigenvectors.
 - a. Eigenvectors and eigenvalues.
 - b. The characteristic equation.
 - c. Diagonalization.
 - d. Markov chains.
5. Orthogonality.
 - a. Inner product, length, and orthogonality.
 - b. Orthogonal sets.
6. Introduction to general vector spaces.
 - a. Vector spaces in settings other than R^n (particularly function spaces).

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

EOU: MATH LDT (lower division transfer credit)

PSU: MATH 261

OIT: MATH 341 (but not towards upper division)

SOU: MATH 261

OSU: MATH LDT (lower division transfer credit)

UO: MATH 227T (lower division transfer credit)

WOU: MATH 2XX (lower division transfer credit)

How does it transfer? (Check all that apply)

other (provide details): Depends on the school - see above.

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

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

Other. Please explain.

Corresponded with each school and checked the "transfer equivalency tools" available on most Oregon university websites.

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Date approved: November 18, 2022 Certified General Education Area(s): None

Section #1 General Course Information

Department: HLPE

Submitter

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

Course Prefix and Number: PE - 294A

Credits: 2

Contact hours

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

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

Course Title: Philosophy of Coaching

Course Description:

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

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

Yes

Area: Physical Education/Health

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Fall**

✓ **Winter**

✓ **Spring**

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

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

This course does not include assessable General Education outcomes.

Major Topic Outline:

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

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

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

Percent of course: 0%

Section #2 Course Transferability

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

1. Is there an equivalent lower division course at the University?
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Which OUS schools will the course transfer to? (Check all that apply)

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

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

How does it transfer? (Check all that apply)

✓ **general elective**

:

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Date approved: January 20, 2023 Certified General Education Area(s): Mathematics

Section #1 General Course Information

Department: Mathematics

Submitter

First Name: Carrie
Last Name: Kyser
Phone: 3328
Email: carriek

Course Prefix and Number: STAT - 243Z

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: Elementary Statistics I

Course Description:

A first course in statistics focusing on the interpretation and communication of statistical concepts. Introduces exploratory data analysis, descriptive statistics, sampling methods and distributions, point and interval estimates, hypothesis tests for means and proportions, and elements of probability and correlation. Technology will be used when appropriate.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ Mathematics

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: MTH-105Z or MTH-111Z with a C or better, or placement in STAT-243Z

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

No

Are there corequisites to this course?

No

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

Yes

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

Requirements:

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

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

Yes

Area: Computation

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

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

Is this course equivalent to another?

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

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

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

1. critically read, interpret, report, and communicate the results of a statistical study along with evaluating assumptions, potential for bias, scope, and limitations of statistical inference;
 - a. classify study designs and variable types and identify methods of summary and analysis;(CCN)
 2. produce and interpret summaries of numerical and categorical data as well as appropriate graphical and/or tabular representations;
 - a. identify patterns and striking deviations from patterns in data;
 - b. identify associations between variables for bivariate data;
 - c. apply technology to calculate statistical summaries and produce graphical representations;(CCN)
 3. use the distribution of sample statistics to quantify uncertainty and apply the basic concepts of probability into statistical arguments;
 - a. interpret point and interval estimates;(CCN)
 4. identify, conduct, and interpret appropriate parametric hypothesis tests;
 - a. identify the appropriate test based on variable type;
 - b. identify situations where a one or two tailed test would be appropriate;
 - c. conduct tests of one mean;
 - d. conduct tests of one proportion;
 - e. explain the distinction between statistical and practical significance and the potential for error in hypothesis test conclusions;
 - f. apply technology to perform hypothesis tests calculations;(CCN)
 5. assess relationships in quantitative bivariate data;
 - a. address questions relating correlation as a linear association between variables;
 - b. distinguish between correlation and causation within data;
 - c. apply technology to explore bivariate data.(CCN)
-

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:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

Outcomes Assessment Strategies:

- ✓ **General Examination**
- ✓ **Projects**
- ✓ **Writing Assignments**

- ✓ **Portfolios**

- ✓ **Pre-Post Assessment**

Major Topic Outline:

1. Numerical and categorical data
2. Representativeness, randomness, and design of studies
3. Summarizing data: shape, center, spread
4. Using graphs to describe data, including normal distributions
5. Making predictions
 - a. Univariate and Bivariate Data
 - b. Probability in one- and two-way tables
 - c. Regression
 - d. Correlation and Independence
6. Theoretical Distributions
 - a. Developing models to compare our data to theoretical distributions
 - b. Binomial distributions
 - c. Normal distributions
 - d. Simulations
 - e. Informal inference
7. Drawing conclusions about a population from a sample
 - a. Sample size
 - b. Randomness
 - c. Exploration of variability between samples through simulation
 - d. Central Limit Theorem for numerical and categorical data
 - e. Confidence Intervals

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

All OUS will take Math 243, some require 244 for equivalency

How does it transfer? (Check all that apply)

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

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

✓ Other. Please explain.

Equivalency guides on OUS institutions' websites

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Date approved: March 3, 2023 Certified General Education Area(s): None

Section #1 General Course Information

Department: English

Submitter

First Name: **Amanda**

Last Name: **Coffey**

Phone: **3267**

Email: **amandac**

Course Prefix and Number: WR - 101

Credits: 4

Contact hours

Lecture (# of hours): **44**

Lec/lab (# of hours):

Lab (# of hours):

Total course hours: **44**

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

Course Title: **Workplace Writing**

Course Description:

Students in this course learn and practice basic modes of technical writing, including summaries, process analysis, instructions, and reports.

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): Automotive Service Technology AAS and Welding Technology Certificate

Are there prerequisites to this course?

Yes

Pre-reqs: WRD-098 or placement in WR-101 or WR-121Z

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?

Yes

Area: Communication

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. create clearly written occupationally-related documents of varying length, with few errors, using a process that includes generating ideas, drafting, critiquing, revising, and polishing;
2. plan, organize, and present documents according to the logical and stylistic demands of specific target audiences and writing situations;
3. identify and apply basic elements of technical and professional writing, such as clarity of purpose, language accuracy, logical organization, visual referencing, and prescribed formatting;
4. participate constructively and respectfully in discussions and writing groups, independently analyze and improve their own and others' writing, and reflect independently on their own learning.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Papers: process analysis; description of mechanism; definition; informative summary of article; field report; claim and adjustment letters; updated resume.
2. The Writing Process: This topic area introduces students to methods of process oriented writing. Topics covered are prewriting, drafting and revising surrounding documents found in the workplace.
3. Format: Students learn appropriate format for professional documents commonly found in the workplace.
4. Grammar and Mechanics: Students review grammatical rules and fine tune writing concepts which are both mechanical and stylistic (e.g. sentence structure, paragraphing, etc.).

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

How does it transfer? (Check all that apply)

:

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Date approved: March 17, 2023 Certified General Education Area(s): None

Section #1 General Course Information

Department: English

Submitter

First Name: Taylor
Last Name: Donnelly
Phone: 6159
Email: tdonnelly

Course Prefix and Number: WR - 121Z

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: Composition I

Course Description:

WR-121Z engages students in the study and practice of critical thinking, reading, and writing. The course focuses on analyzing and composing across varied rhetorical situations and in multiple genres. Students will apply key rhetorical concepts flexibly and collaboratively throughout their writing and inquiry processes.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

Yes

Check which General Education requirement:

✓ Writing

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

Yes

Name of degree(s) and/or certificate(s): Most of them...too numerous to enter all of them

Are there prerequisites to this course?

Yes

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

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

No

Are there corequisites to this course?

No

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

No

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

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

Yes

Area: Communication

GRADING METHOD:

A-F 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. apply rhetorical concepts through analyzing and composing a variety of texts;(WR1)(WR3)(CCN)
 2. engage texts critically, ethically, and strategically to support writing goals;(WR1)(IL1)(IL2)(IL4)(CCN)
 3. identify and apply some basic elements of information literacy and critical thinking such as locating and analyzing sources, evaluating evidence, and answering objections. (WR1)(WR2)(IL1)(IL2)(IL3)(IL4)(IL5)
 4. develop flexible composing, revising, and editing strategies for a variety of purposes, audiences, writing situations, and genres;(WR1)(CCN)
 5. reflect on knowledge and skills developed in this course and their potential applications in other writing contexts; (WR1)(WR3)(CCN)
-

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

SP: Speech/Oral Communication Outcomes

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

MA: Mathematics Outcomes:

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

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

SS: Social Science Outcomes

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

- ✓ Oral Examination
- ✓ Presentations
- ✓ Thesis/Research Project
- ✓ Criteria
- ✓ Rubrics
- ✓ Journal Writing
- ✓ Projects
- ✓ Writing Assignments
- ✓ Portfolios

:

Major Topic Outline:

1. Reading and responding to college-level texts: how to apply basic critical thinking skills to complex issues in texts and other forms of media. Applying rhetorical concepts in a analysis and composition. How to build responses to reading into original essay topics.
2. The writing process: how to use prewriting tools such as brainstorming and free writing to generate ideas. The uses of interaction (feedback) and iteration (revision) to develop skills and ideas.
3. Elements of academic and formal writing, including organization, paragraph structure, sentence structure, and style, as well as some review of grammar, mechanics, and usage, as necessary.
4. The variety of academic audiences and disciplines: how to analyze and address their expectations. The relationship between a writer's purpose and their audience's expectation.
5. Introduction to argumentation: how to recognize and analyze it in reading, and how to begin crafting it in writing.
6. Finding, evaluating, and using information: an introduction to the economic, social, and legal issues surrounding the use of information, and how to use advanced research techniques to locate information, formulate a problem statement, determine the type of information necessary to address it, and evaluate the information critically. How to integrate source materials and avoid plagiarism using MLA citation format.
7. Discussing ideas and offering feedback to other writers in a constructive and respectful manner. Reflecting on one's own writing and learning. Applying skills and strategies from this class to other writing contexts.

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

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

Percent of course: 0%

Section #2 Course Transferability

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- ✓ OSU-Cascade
- ✓ WOU (Western Oregon University)

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

WR 121 English Composition

How does it transfer? (Check all that apply)

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

:

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

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Date approved: March 17, 2023 Certified General Education Area(s): None

Section #1 General Course Information

Department: English

Submitter

First Name: Taylor
Last Name: Donnelly
Phone: 6159
Email: tdonnelly

Course Prefix and Number: WR - 122Z

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: Composition II

Course Description:

WR-122Z builds on concepts and processes emphasized in WR-121Z, engaging with inquiry, research, and argumentation in support of students' development as writers. The course focuses on composing and revising in research-based genres through the intentional use of rhetorical strategies. Students will find, evaluate, and interpret complex material, including lived experience; use this to frame and pursue their own research questions; and integrate material purposefully into their own compositions.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

Yes

Check which General Education requirement:

✓ Writing

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: WR-121Z 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?

Yes

Area: Communication

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. apply rhetorical concepts to achieve writing goals within a given discourse community;(WR1)(CCN)
 2. locate, critically evaluate, synthesize, and integrate multiple perspectives from a variety of sources;(WR1)(WR2)(IL1)(IL2)(IL3)(IL4)(IL5)(CCN)
 3. identify and apply the elements of critical thinking and persuasion, such as making a claim, identifying bias, recognizing and avoiding logical fallacies, answering reasonable objections, and using and justifying credible evidence to develop and defend an original idea;(WR1)(WR2)(WR3)(IL1)(IL2)(IL3)(IL4)(IL5)
 4. engage in research and writing as recursive and inquiry-based processes, participating in the communal and conversational nature of academic discourses;(WR1)(WR2)(WR3)(IL1)(IL2)(IL3)(IL4)(IL5)(CCN)
 5. develop strategies for generating, drafting, revising, and editing texts based on feedback and reflection;(WR1)(CCN)
 6. reflect on knowledge and skills developed in this and other courses and potential transfer to future contexts;(WR1)(WR3)(CCN)
-

AAOT/ASOT GENERAL EDUCATION OUTCOMES

COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

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

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

WR: Writing Outcomes

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

SP: Speech/Oral Communication Outcomes

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

MA: Mathematics Outcomes:

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

AL: Arts and Letters Outcomes

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

SS: Social Science Outcomes

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

SC: Science or Computer Science Outcomes

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

Outcomes Assessment Strategies:

:

Major Topic Outline:

1. Reading, analyzing, discussing, and responding to college-level texts: how to apply critical thinking skills to complex issues in texts and other forms of media. Who creates knowledge and what do we look for to establish credibility. How to evaluate, synthesize, and integrate readings into our own ideas.
2. Concepts from rhetoric and argumentation. The classical, Rogerian, and Toulminian argument models. What it means to make a claim. How logos, ethos, and pathos function in the development and presentation of ideas. The importance of recognizing logical fallacies, addressing bias, and answering reasonable objections. How argument or persuasion differs from altercation, fighting, or debate, and how to put the emphasis on common ground and goals rather than winning or losing.
3. The writing process and the discourse community. The uses of interaction (feedback) and iteration (revision) to develop skills and ideas, particularly when developing claims and original ideas. Research and writing as recursive and inquiry-based processes within a community of readers and writers who share certain standards, experiences, and/or expectations. Scholarship as a form of ongoing conversation. Revision strategies as a means to discover new ideas.
4. Finding, evaluating, and using information: exploring the economic, social, and legal issues surrounding the use of information. How to use advanced research techniques to locate information, formulate a problem statement, determine the type of information necessary to address it, and evaluate the information critically. How and why to join a scholarly conversation credibly and ethically. How to integrate source materials and avoid plagiarism using a standard citation format.
5. Elements of academic and formal writing, including organization, paragraph structure, sentence structure, style, and formatting/citation expectations, as well as review of grammar, mechanics, and usage, as necessary. Revision and editing strategies to control style and diction effectively.
6. Discussing ideas and offering feedback to other writers in a constructive and respectful manner. Reflecting on one's own writing and learning. Applying skills and strategies from this class to other writing contexts.

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

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

WR 122 (University of Oregon)

How does it transfer? (Check all that apply)

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

:

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

First term to be offered:

Next available term after approval

:

Clackamas Community College
Online Course/Outline Submission System

Show changes since last approval in red

Date approved: January 20, 2023 Certified General Education Area(s): None

Section #1 General Course Information

Department: English

Submitter

First Name: Jeff
Last Name: McAlpine
Phone: 3263
Email: jeffmc

Course Prefix and Number: WR - 227Z

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: Technical Writing

Course Description:

WR-227Z introduces students to producing instructive, informative, and persuasive technical/professional documents aimed at well-defined and achievable outcomes. The course focuses on presenting information using rhetorically appropriate style, design, vocabulary, structure, and visuals. Students can expect to gather, read, and analyze information and to learn a variety of strategies for producing accessible, usable, reader-centered deliverable documents that are clear, concise, and ethical.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

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

No

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: WR-121Z 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?

Yes

Area: Communication

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. apply key rhetorical concepts through analyzing, designing, composing, and revising a variety of deliverable documents for technical/professional contexts;(CCN)
2. engage in project-based research, applying appropriate methods of inquiry for clearly defined purposes (e.g., user experience research and client/organization research);(CCN)
3. collaborate with various stakeholders to develop and apply flexible and effective strategies for managing projects;(CCN)
4. develop and adapt document design and composition strategies to meet the demands of diverse clients, organizations, and multicultural audiences;(CCN)
5. examine and respond to individual and professional ethical responsibilities across organizational contexts.(CCN)

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. The language and organization of basic documents:
 - a. Technical Definition.
 - b. Technical Description.
 - c. User's Manual.
2. Short Reports:
 - a. Abstract.
 - b. Marketing Brochure.
 - c. Lab Report.
 - d. Field Report.
 - e. Summary.
 - f. Software Review.
 - g. Advertising Flyer.
 - h. Job Description.
 - i. Job or Employee Evaluation.
 - j. Company Evaluation.
 - k. Journal Review.
3. Informal Reports:
 - a. Memo.
 - b. Proposal.
 - c. Progress Report.
4. Formal Reports:

- a. Feasibility Study.
 - b. Recommendation Report.
 - c. Proposal.
 - d. Journal Article.
 - e. Empirical Research.
 - f. Market Analysis.
5. Business Writing:
- a. Letter of Application.
 - b. Letter of Resignation.
 - c. Letter of Transmittal.
 - d. Memo.
 - e. Business Card.
 - f. Resume.

7. Special Skills:

- a. Documentation: MLA or APA Format.
- b. Visuals and Page Design including the use of boldface, headings and subheadings, white space and bullet lists.
- c. Interviews.

8. Major Topics:

- a. The nature of technical writing.
- b. The importance of accuracy, brevity, and clarity.
- c. The processes of composing, revising, and editing.
- d. Research and documentation skills.
- e. Creativity amid technical format and objective language.
- f. The ethics of business, academic, and industrial writing.
- g. The value of visual aids including charts, graphs, tables, diagrams and others.
- h. Working and writing in a group.
- i. Generating a business or other professional portfolio.
- j. Oral communication skills.
- k. Assessing the receiving audience and its needs.

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

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

Percent of course: 0%

Section #2 Course Transferability

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

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

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

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

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

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

WR 227 Technical Report Writing; WR 327 Technical Report Writing

How does it transfer? (Check all that apply)

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

:

First term to be offered:

Next available term after approval

:

Program	Implementation
Educación infantil y estudios familiares AAS	2023/SU
Educación infantil y estudios familiares CC	2023/SU
Early Childhood Education & Family Studies AAS	2023/SU
Early Childhood Education & Family Studies CC	2023/SU



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

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

College:	Clackamas Community College	Date	
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CAREER LEARNING AREA

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

PROGRAM INFORMATION

<i>APPROVED</i> Program Title	<i>APPROVED</i> CIP Code (Include 7 th & 8 th digits used for OCCURS reporting.)			<i>APPROVED</i> Recognition Award	Current Credits
(For Official Program Title, refer to your directory at http://www.ode.state.or.us/search/results/?id=232)	6-digit CIP	7 th digit	8 th digit		
	AAS Title: Educación infantil y estudios familiares AAS.ECEFSES	19.0708			<input checked="" type="checkbox"/> AAS (90-108 credits)
Option Title**				<input type="checkbox"/> OPTION to AAS Degree	
Related Certificates:				<input type="checkbox"/> Certificate of Completion	

New program approved on 06.04.21

TYPE OF PROGRAM AMENDMENT

(Check ALL That Apply)

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

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

CURRICULUM AMENDMENT

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

<i>CURRENT CURRICULUM 22-23</i>				<i>PROPOSED CURRICULUM 23-24</i>			
Course	Title	Hours	Credits	Course	Course Title	Hours	Credits
1 st Year							
Fall Term							
ECE-150ES	Introducción a La Educación Infantil y Los Estudios Familiares	44	4				
FYE-101ES	Experiencia de Primer Año (First Year Experience en español)	22	2				
HDF-225ES	Desarrollo de Las Etapas Prenatal, Infantes y de Niños Pequeños	44	4				
WR-124ES	Escritura de ensayos de nivel universitario en español	44	4				
Winter Term							
ECE-121ES	Observación y Orientación I en Educación Temprana	44	4				
ECE-235ES	Seguridad, Salud, y Nutrición	33	3				
HDF-247ES	Desarrollo y crecimiento en la niñez: preescolar hasta la adolescencia	44	4				
MTH-050ES	Matemáticas Técnicas I	44	4				
Spring Term							
ECE-179ES	El Profesional en Educación Infantil	44	4	Move to 2 nd Year, Fall Term			
ECE-240ES	Ambientes y Planificación Curricular	44	4				
ECE-258ES	Equidad y Diversidad en La Educación Infantil	44	4				
ECE-280ES	Experiencia Laboral Cooperativa	144	4				
				ECE-246ES	Relaciones entre La Escuela, La Familia y La Comunidad	44	4
2 nd Year							
Fall Term							
ECE-154ES	Desarrollo del Lenguaje y la Alfabetización	44	4				
ECE-221ES	Observación y Orientación II en Educación Temprana	44	4				
ECE-241ES	Ambientes y Planificación Curricular Para Bebés y Niños Pequeños	44	4				
ECE-246ES	Relaciones entre La Escuela, La Familia y La Comunidad	44	4	Move to 1 st Year, Spring Term			

				ECE-179ES	El Profesional en Educación Infantil	44	4
Winter Term							
ECE-169ES	Trabajar con Niños con Necesidades Especiales	44	4				
ECE-239ES	Prácticas informadas por el trauma en el cuidado y la educación de la primera infancia	44	4				
ECE-254ES	Estrategias de Instrucción para Estudiantes de Dos Idiomas	44	4				
ECE-291ES	Practicum II	120	4				
Spring Term							
ECE-114ES	Matemáticas y Ciencias para Niños Pequeños	44	4				
ECE-292ES	Practicum III	120	4				
HDF-260ES	Entender El Abuso y La Negligencia Infantil	33	3				
--	PE/HE	22	2				
Notes							
				Los cursos deben aprobarse con una C o mejor			
TOTAL CURRENT CREDITS:			90	TOTAL PROPOSED CREDITS:			

College Contact	Dawn Hendricks	Telephone No.	6158
E-Mail Address		Fax No.	
Chief Academic Officer or PTE Dean Signature	Armetta Burney via email	Date	4/3/23



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

College:	Clackamas Community College	Date	
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CAREER LEARNING AREA

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

PROGRAM INFORMATION

<u>APPROVED</u> Program Title <small>(For Official Program Title, refer to your directory at http://www.ode.state.or.us/search/results/?id=232)</small>	<u>APPROVED</u> CIP Code <small>(Include 7th & 8th digits used for OCCURS reporting.)</small>			<u>APPROVED</u> Recognition Award	Current Credits
	<u>6-digit CIP</u>	<u>7th digit</u>	<u>8th digit</u>		
AAS Title:	19.0708			<input checked="" type="checkbox"/> AAS (90-108 credits)	
Option Title**				<input type="checkbox"/> OPTION to AAS Degree	
Certificates: Educación infantil y estudios familiares CC.ECFSES	19.0708			<input type="checkbox"/> Certificate of Completion	45

New program approved on 06.04.21

TYPE OF PROGRAM AMENDMENT

(Check ALL That Apply)

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

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

CURRICULUM AMENDMENT

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

<i>CURRENT CURRICULUM 22-23</i>				<i>PROPOSED CURRICULUM 23-24</i>			
Course	Title	Hours	Credits	Course	Course Title	Hours	Credits
1 st Year							
Fall Term							
ECE-150ES	Introducción a La Educación Infantil y Los Estudios Familiares	44	4				
FYE-101ES	Experiencia de Primer Año (First Year Experience en español)	22	2				
HDF-225ES	Desarrollo de Las Etapas Prenatal, Infantes y de Niños Pequeños	44	4				
WR-124ES	Escritura de ensayos de nivel universitario en español	44	4				
Winter Term							
ECE-121ES	Observación y Orientación I en Educación Temprana	44	4				
ECE-235ES	Seguridad, Salud, y Nutrición	33	3				
HDF-247ES	Desarrollo y crecimiento en la niñez: preescolar hasta la adolescencia	44	4				
MTH-050ES	Matemáticas Técnicas I	44	4				
Spring Term							
ECE-179ES	El Profesional en Educación Infantil	44	4	REMOVE			
ECE-240ES	Ambientes y Planificación Curricular	44	4				
ECE-258ES	Equidad y Diversidad en La Educación Infantil	44	4				
ECE-280ES	Experiencia Laboral Cooperativa	144	4				
				ECE-246ES	Relaciones entre la escuela, la familia y la comunidad	44	4
Notes							
				Los cursos deben aprobarse con una C o mayor			
TOTAL CURRENT CREDITS:			45	TOTAL PROPOSED CREDITS:			

College Contact	Dawn Hendricks	Telephone No.	6158
E-Mail Address		Fax No.	
Chief Academic Officer or PTE Dean Signature	Armetta Burney via email	Date	4/3/23



COMMUNITY COLLEGE PROGRAM AMENDMENT FORM

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

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

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

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

College:	Clackamas Community College	Date	
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CAREER LEARNING AREA

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

PROGRAM INFORMATION

<u>APPROVED</u> Program Title	<u>APPROVED</u> CIP Code (Include 7 th & 8 th digits used for OCCURS reporting.)			<u>APPROVED</u> Recognition Award	Current Credits
(For Official Program Title, refer to your directory at http://www.ode.state.or.us/search/results/?id=232)	6-digit CIP	7 th digit	8 th digit		
	AAS Title: Early Childhood Education & Family Studies AAS.EARLYCHILDFAM	19.0708			<input checked="" type="checkbox"/> AAS (90-108 credits)
Option Title**				<input type="checkbox"/> <i>OPTION</i> to AAS Degree	
Related Certificates: Early Childhood Education & Family Studies Certificate				<input type="checkbox"/> Certificate of Completion	

LAST AMENDMENT APPROVED ON 03.03.23

TYPE OF PROGRAM AMENDMENT

(Check ALL That Apply)

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

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

CURRICULUM AMENDMENT

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

<i>CURRENT CURRICULUM 22-23</i>				<i>PROPOSED CURRICULUM 23-24</i>			
Course	Title	Hours	Credits	Course	Course Title	Hours	Credits
Early Childhood Education & Family Studies Associate of Applied Science Degree: 1st Year							
Fall Term							
ECE-150	Introduction to Early Childhood Education & Family Studies	44	4				
ECE-235	Safety, Health and Nutrition	33	3				
ED-216	Foundations of Teaching & Education	44	4				
FYE-101	First Year Experience Level I	22	2				
WR-121Z	Composition I	44	4				
Winter Term							
ECE-121	Observation and Guidance I in ECE Settings	44	4				
ECE-154	Language & Literacy Development in Young Children	44	4				
HDF-225	Prenatal, Infant & Toddler Development	33	3				
MTH-050 Or MTH-065 Or MTH-098	Technical Mathematics I or Algebra II or College Math Foundations	44	4				
Spring Term							
ECE-240	Environments and Curriculum Planning	44	4				
ECE-280	Early Childhood Education/CWE	108	3				
ED-258	Multicultural Education	33	3				
HDF-247	Preschool Through Adolescent Child Development	33	3				
Early Education & Family Studies Associate of Applied Science Degree: 2nd Year							
Fall Term							
ECE-179	The Professional in Early Childhood Education and Family Studies	44	4				
ECE-221	Observation & Guidance II in ECE Settings	44	4				
ECE-241	Environments and Curriculum Planning: Infants and Toddlers	33	3				
ED-114	Instructional Strategies for Math	33	3				

Winter Term							
ECE-291	Practicum II	120	4				
ED-169	Overview of Students with Special Needs	33	3				
ED-254	Instructional Strategies for Dual Language Learners	33	3				
--	Early Childhood Education program electives		4				
Spring Term							
ECE-239	Trauma-Informed Practices in Early Care and Education	33	3				
ECE-292	Practicum III	120	4				
ED-246	School, Family & Community Relations	44	4				
HDF-140	Contemporary American Families	33	3				
HPE-295	Health & Fitness for Life	60	3				
Early Childhood Education & Family Studies Program Electives							
BA-101	Introduction to Business	44	4				
BI-101	General Biology; Cellular Biology	66	4				
COMM-111Z	Public Speaking	44	4				
COMM-140	Introduction to Intercultural Communication	44	4				
MTH-105Z	Math in Society	44	4				
PSY-215	Introduction to Developmental Psychology	44	4				
SOC-204	Introduction to Sociology	44	4				
SPN-101	First-Year Spanish I	44	4				
SPN-102	First-Year Spanish II	44	4				
WR-122Z	Composition II	44	4				
Notes							
				All courses must be passed with a C or better.			
TOTAL CURRENT CREDITS:			90	TOTAL PROPOSED CREDITS:			

College Contact	Dawn Hendricks	Telephone No.	6158
E-Mail Address		Fax No.	
Chief Academic Officer or PTE Dean Signature	Armetta Burney via email	Date	4/18/23



COMMUNITY COLLEGE PROGRAM AMENDMENT FORM

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

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

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

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

College:	Clackamas Community College	Date	
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CAREER LEARNING AREA

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

PROGRAM INFORMATION

<u>APPROVED</u> Program Title <small>(For Official Program Title, refer to your directory at http://www.ode.state.or.us/search/results/?id=232)</small>	<u>APPROVED</u> CIP Code <small>(Include 7th & 8th digits used for OCCURS reporting.)</small>			<u>APPROVED</u> Recognition Award	Current Credits
	<u>6-digit CIP</u>	<u>7th digit</u>	<u>8th digit</u>		
AAS Title: Early Childhood Education & Family Studies AAS				<input type="checkbox"/> Associate of Applied Science (AAS) Degree	
Option Title**				<input type="checkbox"/> OPTION to AAS Degree	
Certificate Title: <i>Within</i> AAS Degree? <input checked="" type="checkbox"/> Yes** <input type="checkbox"/> No Early Childhood Education & Family Studies CC.ECEFS	19.0701			<input checked="" type="checkbox"/> CC1R Related Certificate (45-60 credits)	45

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

LAST AMENDMENT APPROVED ON 3.3.23

TYPE OF PROGRAM AMENDMENT

(Check ALL That Apply)

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

CURRICULUM AMENDMENT

<i>CURRENT CURRICULUM 22-23</i>				<i>PROPOSED CURRICULUM 23-24</i>			
Course Number	Course Title	Clock Hours	Credits	Course Number	Course Title	Clock Hours	Credits
Fall Term							
ECE-150	Introduction to Early Childhood Education & Family Studies	44	4				
ECE-235	Safety, Health and Nutrition	33	3				
ED-216	Foundations of Teaching & Education	44	4				
FYE-101	First Year Experience Level I	22	2				
WR-121Z	Composition I	44	4				
Winter Term							
ECE-121	Observation and Guidance I in ECE Settings	44	4				
ECE-154	Language & Literacy Development in Young Children	44	4				
HDF-225	Prenatal, Infant & Toddler Development	33	3				
MTH-050 Or MTH-065 Or MTH-098	Technical Mathematics I or Algebra II or College Math Foundations	44	4				
Spring Term							
ECE-240	Environments and Curriculum Planning	44	4				
ECE-280	Early Childhood Education/CWE	108	3				
ED-258	Multicultural Education	33	3				
HDF-247	Preschool Through Adolescent Child Development	33	3				
Notes							
				All courses must be passed with a C or better			
TOTAL CURRENT CREDITS:			45	TOTAL PROPOSED CREDITS:			

College Contact	Dawn Hendricks	Telephone No.	6158
E-Mail Address	dawn.hendricks@clackamas.edu	Fax No.	
Chief Academic Officer or PTE Dean Signature	Armetta Burney via email	Date	4/18/23

Curriculum Committee Membership 22-23

vacant

Curriculum Committee/Curriculum Office

Member	Committee Role	Ending Term	Term Cycle
Kerrie Hughes	Chair	2024/SP	2-year
Jim Wentworth-Plato	Alternate Chair	2023/SP	2-year
David Plotkin	Vice President, Instruction & Student Services	Ex-Officio	Permanent
Jason Kovac	Dean, Institutional Effectiveness & Planning	Ex-Officio	Permanent
Lisa Reynolds	Associate Dean, Institutional Effectiveness & Planning	Ex-Officio	Permanent
Dru Urbassik	Director, Curriculum & Scheduling	Ex-Officio	Permanent
Megan Feagles	Curriculum & Scheduling Office/Recorder	Ex-Officio	Permanent
Elizabeth Carney	Center for Teaching and Learning Representative	Ex-Officio	Permanent
Rotates	ASG Student Representative	Ex-Officio	Permanent
	Library	2025/SP	3-year

Academic Foundations and Connections (AFAC)

Member	Committee Role	Ending Term	Term Cycle
Tara Sprehe	Dean, AFAC	Ex-Officio	Permanent
Chris Sweet	Registrar	Ex-Officio	Permanent
Terrie Sanne	Financial Aid	Ex-Officio	Permanent
Sarah Steidl	Graduation Services	Ex-Officio	3-year
Dustin Bare	Director, Student Academic Support Services	2023/SP	3-year
Kara Leonard	Academic and Career Coaches	2023/SP	3-year
Andrea Vergun	Basic Skills Development & ESL	2025/SP	3-year
Amanda Coffey	English	2024/SP	3-year
Tracy Nelson	Health/Physical Education; Review Team Lead	2025/SP	3-year
Hillary Abbott	Math	2025/SP	3-year
Casey Sims	Faculty-At-Large	2023/SP	3-year

Arts & Sciences

Member	Committee Role	Ending Term	Term Cycle
Sue Goff	Dean, Arts & Sciences	Ex-Officio	Permanent
Bev Forney	Associate Dean, Arts & Sciences; Review Team Lead	Ex-Officio	Permanent
Nora Brodnicki	Art, Comm, Theatre, Journalism, World Lang, Music	2023/SP	3-year
George Burgess	Faculty-At-Large	2023/SP	3-year
Rick Carino	Computer Science	2023/SP	3-year
Patricia McFarland	Faculty-At-Large	2024/SP	3-Year
Jim Wentworth-Plato	Horticulture	2023/SP	3-year
Eric Lee	Sciences and Engineering	2025/SP	3-year
Kerrie Hughes	Faculty-At-Large	2024/SP	3-year
Charles Siegfried	Associate Faculty	2025/SP	3-year
	Faculty-At-Large	2025/SP	3-year

Technology, Applied Science, and Public Services (TAPS)

Member	Committee Role	Ending Term	Term Cycle
Armetta Burney	Dean, TAPS	Ex-Officio	Permanent
Erin Gravelle	Associate Dean, TAPS	Ex-Officio	Permanent
	Wilsonville, Apprenticeship, Fire, Emergency	2025/SP	3-year
Sharron Furno	Education, Human Services, Criminal Justice/Public Services	2023/SP	3-year
Dawn Hendricks	Faculty-At-Large; Review Team Lead	2024/SP	3-year
Mike Mattson	Industrial Technology	2024/SP	3-year
Helen Wand	Nursing, Allied Health/Associate Faculty	2024/SP	3-year
	Automotive/Welding	2025/SP	3-year

Sub-Committees

Related Instruction Sub-Committee

Member	Ending Term
Lisa Reynolds (Lead)	Ex-Officio
Elizabeth Carney	Ex-Officio
Sarah Steidl	Ex-Officio
Kerrie Hughes	2024/SP
Tracy Nelson	2025/SP

General Education Sub-Committee

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

2023-2024 Sabbaticals