

	Presenter	Action
1. Welcome	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. CS-289 Inactivation b. Human Services Changes a. HS-104 Credit Change b. Alcohol & Drug Counselor CPOCC Amendment c. Nursing (RN) AAS Program Learning Outcomes d. Medical Billing and Coding CC Amendment e. HLPE Changes a. HE-202 Inactivation b. Fitness Specialist CC Amendment f. Program Amendments, Group 1 a. EFA, Health Professions g. Program Amendments, Group 2 a. AA Degree, Oregon Transfer b. AS, Oregon Transfer, Computer Science h. Apprenticeship Changes a. New Courses: APR-102IE, 103IE, 151IE, 152IE, 201IE, 202IR, 250IE, 251IE b. Program Reactivations: Electrician Apprenticeship Technologies (IE) AAS & CC i. Dental Assistant Instructional Method/Hours Changes a. DA-110, DA-120, DA-130 j. AS Engineering Amendments a. AS, Computer Engineering, PSU b. AS, Electrical Engineering, PSU	Rick Carino Yvonne Smith Virginia Chambers Virginia Chambers Tracy Nelson Curriculum Office Curriculum Office Kari Nixon Kari Hiatt Eric Lee	Approval/24.SU Approval/24.SU Approval/24.SU Info/24.SU Approval/24.SU Approval/24.SU Approval/24.SU Approval/24.SU Approval/24.SU Approval/24.SU Approval/24.SP Approval/24.SU Approval/24.SU
5. Old Business		
6. New Business a. Vote on Membership for April b. Common Course Numbering Update	Chair Dru Urbassik	Approval Info
7. Closing Comments		

Present: ASG (Stephani Dale), Dustin Bare, Nora Brodnicki, Elizabeth Carney, Virginia Chambers, Amanda Coffey, Juan Cortes, Megan Feagles (Recorder), Sue Goff, Erin Gravelle, Kari Hiatt, Kerrie Hughes (Chair), Jason Kovac, Eric Lee, Kara Leonard, Gentiana Loeffler, Mike Mattson, Patricia McFarland, Kelly Mercer, Deanna Myers, Lisa Reynolds, Terrie Sanne, Charles Siegfried, Aundrea Snitker, Tara Sprehe, Sarah Steidl, Chris Sweet, Dru Urbassik, Andrea Vergun

Guests: April Chastain, April Smith

Absent: Armetta Burney, Debra Carino, Jordan Gulley, Dawn Hendricks, Tracy Nelson, David Plotkin, Wryann Van Riper

1. Welcome & Introductions

2. Approval of Minutes

- a. Approval of the November 17, 2023 minutes

Motion to approve, approved

3. Consent Agenda

- a. Course Number Changes
- b. Course Title Change
- c. Reviewed Outlines for Approval
- d. ART-204: It was recommended to change the recommended prereq to WR-121Z instead of Placement in WR-121Z.

Motion to approve, approved

4. Course and Program Approvals

a. New Course

a. HOR-118

- i. April Chastain presented
- ii. "Alumni and industry feedback that students need "command Spanish" and industry relevant vocabulary to be able to communicate with Spanish-speaking co-workers as soon as they start working (even during internships)."
- iii. It won't count as a world language. Planning to add to the Horticulture programs that currently require SPN-101.

Motion to approve, approved

b. AS Engineering Program Amendments

Eric Lee presented

- a. AS, Architectural Engineering, OSU
 - i. Removed MTH-253. Total credits change from 105 to 100.
- b. AS, Biological Engineering, OSU
 - i. Added CS-161. Removed Literature and the Arts Electives as requirement. Total credits change from 105-106 to 106.
- c. AS, Chemical Engineering, OSU
 - i. Added CS-161. Removed MTH-253. Total credits change from 103 to 102.
- d. AS, Civil Engineering, OSU
 - i. Added HPE-295. Removed MTH-253. Total credits change from 100-101 to 98-99.
- e. AS, Ecological Engineering, OSU
 - i. Removed MTH-253. Total credits change from 102-103 to 97-98.
- f. AS, Electrical Engineering, OSU
 - i. Added Literature and the Arts Electives. Removed MTH-253. Total credits change from 102 to 100-101.
- g. AS, Environmental Engineering, OSU
 - i. Added CS-161. Removed MTH-253. Total credits change from 106-107 to 105-106.

Motion to approve, approved

5. Old Business

- a.

6. New Business

a.

7. Closing Comments

-Meeting Adjourned-

Next Meeting: January 19, 2024 (8-9:30am)

1. Course Title Change

Course	Current Title	Proposed Title
HOR-246	Organic Farming and Gardening	Organic Gardening

2. Course Number Change

Course	Title	Proposed Course Number

3. Outlines Reviewed for Approval

Course	Title	Implementation
ART-131	Introduction to Drawing	2024/SP
ART-232	Life Drawing (Figure Emphasis)	2024/SP
ART-233	Drawing for Comics	2024/SP
ART-255	Ceramics/Wheel-Throwing II	2024/SP
CS-297N	Networking Capstone	2024/SP
HOR-246	Organic Gardening	2024/SP
HOR-280	Horticulture/CWE	2024/SP
HOR-281	Horticulture/CWE	2024/SP
IMT-108	Rigging and Lifting	2024/SP
MTT-252	Macro Programming and Machine Probing	2024/SP
MTT-253	5-Axis Machining	2024/SP
MTT-254	Mill/Turn Machining	2024/SP
MTT-268	Capstone Machining I	2024/SP
NRS-110	Foundations of Nursing - Health Promotion	2024/SP
NRS-110C	Foundations of Nursing - Health Promotion Clinical	2024/SP
NRS-111	Foundations of Nursing in Chronic Illness I	2024/SP
NRS-111C	Foundations of Nursing in Chronic Illness I Clinical	2024/SP
NRS-112	Foundations of Nursing in Acute Care I	2024/SP
NRS-112C	Foundations of Nursing in Acute Care I Clinical	2024/SP
NRS-221	Chronic Illness II and End of Life	2024/SP
NRS-221C	Chronic Illness II and End of Life Clinical	2024/SP
NRS-222	Nursing in Acute Care II & End of Life	2024/SP
NRS-222C	Nursing in Acute Care II & End of Life Clinical	2024/SP
NUR-100	Nursing Assistant I	2024/SP

Date Submitted: 11/17/23 8:34 am

Viewing: **ART-131 : Introduction to Drawing**

Last approved: 11/01/23 5:10 am

Last edit: 11/17/23 8:34 am

Changes proposed by: Nora Brodnicki (norab)

Catalog Pages
referencing this
course

Programs
referencing this
course

[AS.PSUMUSIC: AS, Music, PSU](#)[AS.TBIOLOGY: Biology \(AST\)](#)[NA.OTM: Oregon Transfer Module](#)[AS.OTBUSINESS: Business \(ASOT\)](#)[AS.TCOMPSCIESWO, AS.TCOMPSCIOSPSUO: Computer Science \(AST\)](#)[AS.TBUSINESS: Business \(AST\)](#)[AS.OTCOMPSCIENCE: Computer Science \(ASOT\)](#)[AAS.DMC1: Digital Media Communications](#)[AA.OREGONTRANSFER: Associate of Arts Oregon Transfer \(AAOT\)](#)[AA.OTELEMED: Elementary Education \(AAOT\)](#)[AGS.GENERAL: Associate of General Studies](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix ART - Art

Course Number 131

Department Art

Division Arts and Sciences

Course Title Introduction to Drawing

Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

In Workflow

1. Curriculum Office
2. DASC Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Approval Path

1. 11/17/23 8:49 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 11/29/23 8:42 pm
Gentiana Loeffler (gentiana.loeffler):
Approved for DASC Curriculum Committee Outline Review Team

History

1. Nov 1, 2023 by
Megan Feagles (megan.feagles)

Min Credit 4.00

Variable Credit No

Contact hours

Lecture 33.00

Lec/Lab

Lab 33.00

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community
Education/Drivers
Ed

Community
Education/Adult

Total 66

Proposed Effective Term
Spring 2024

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Yes

Course Description

This course introduces students to ~~introduces~~ basic skills, drawing tools, materials, techniques, and elements of composition; line, shape, and ~~gesture, color and~~ value. Projects will involve observational drawings ~~drawing~~ of figure; still lives, landscapes, life and the figural form. ~~landscape images~~. Assignments include drawings, drawing; assigned readings, video clips, term papers and group critiques, critiques of drawing projects. Historical and contemporary issues of drawing will be examined.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select one of the following:

Discipline Studies

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Required

Prerequisites

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall/Winter/Spring

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Arts & Letters

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	demonstrate drawing and design concepts, elements and principles using various drawing media; (AL1)
2	identify local and global issues through the lens of drawing; (AL2)
3	create original works of art that explore drawing and its connection to ideas, iconography, and/or art; (AL1)
4	recognize and utilize personal and/ or conceptual elements in relation to art and drawing; (AL1)
5	identify the historical and contemporary significance of drawing; (AL1)
6	analyze personal values through self- and group-critique of work;
7	demonstrate an ability to represent figures, still objects and landscapes;
8	create a portfolio of original works of art.

AAOT/ASOT General Education Outcomes Course Outline Mapping Chart

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

WR: Writing Outcomes

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

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

Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

Engage in ethical communication processes that accomplish goals.

Respond to the needs of diverse audiences and contexts.

Build and manage relationships.

AL: Arts and Letters Outcomes

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

Outcome Assessment Strategies

Outcomes Assessment Strategies

~~Journal Writing~~

~~Portfolios~~

~~Other Assessment Tools~~

Projects

Major Topic Outline 1. Use of contour line and gesture to describe form. 2. Historical development of drawing techniques and styles. 3. Drawing as a tool for personal expression, modern and contemporary examples. 4. Perspective: linear and aerial. 5. Shape, form, movement, and space in composition. 6. Value in light and shadow. 7. Figures, still life and landscapes. 8. Varied drawing techniques and mediums.

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Course Transferability

OUS school to which the course will transfer

EOU - Eastern Oregon University

Comparable course(s) Drawing is an art course that will transfer as a lower level elective or as an art foundation course. All OUS schools with an art department offer a similar class.

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

Other. Please explain.

College and university websites have information about Drawing courses.

OUS school to which the course will transfer

OSU - Oregon State University

Comparable course(s) Drawing is an art course that will transfer as a lower level elective or as an art foundation course. All OUS schools with an art department offer a similar class.

How does it transfer?

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

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

College and university websites have information about Drawing courses.

OUS school to which the course will transfer

OSU-C - OSU-Cascade

Comparable course(s) Drawing is an art course that will transfer as a lower level elective or as an art foundation course. All OUS schools with an art department offer a similar class.

How does it transfer?

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

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

College and university websites have information about Drawing courses.

OUS school to which the course will transfer

PSU - Portland State University

Comparable course(s) Drawing is an art course that will transfer as a lower level elective or as an art foundation course. All OUS schools with an art department offer a similar class.

How does it transfer?

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

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable course(s)

Drawing is an art course that will transfer as a lower level elective or as an art foundation course. All OUS schools with an art department offer a similar class.

How does it transfer?

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

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

College and university websites have information about Drawing courses.

OUS school to which the course will transfer

UO - University of Oregon

Comparable course(s)

Drawing is an art course that will transfer as a lower level elective or as an art foundation course. All OUS schools with an art department offer a similar class.

How does it transfer?

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

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

College and university websites have information about Drawing courses.

Please attach documentation

Reviewer Comments

Course Change Request

Date Submitted: 11/18/23 7:20 pm

Viewing: **ART-232 : Life Drawing (Figure Emphasis)**

Last approved: 11/01/23 5:10 am

Last edit: 12/01/23 9:03 am

Changes proposed by: Nora Brodnicki (norab)

Catalog Pages
referencing this
course

[Art \(ART\)](#)

Programs
referencing this
course

[AS.TBIOLOGY: Biology \(AST\)](#)
[NA.OTM: Oregon Transfer Module](#)
[AS.OTBUSINESS: Business \(ASOT\)](#)
[AS.TCOMPSCIESWO, AS.TCOMPSCIOSPSUO: Computer Science \(AST\)](#)
[AS.TBUSINESS: Business \(AST\)](#)
[AS.OTCOMPSCIENCE: Computer Science \(ASOT\)](#)
[AA.OREGONTRANSFER: Associate of Arts Oregon Transfer \(AAOT\)](#)
[AA.OTELEMED: Elementary Education \(AAOT\)](#)
[AGS.GENERAL: Associate of General Studies](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix ART - Art

Course Number 232

Department Art

Division Arts and Sciences

Course Title Life Drawing (Figure Emphasis)

Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit Yes

Min Credit 4.00

Variable Credit No

Contact hours

Lecture 33.00

Lec/Lab

Lab 33.00

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 66

Proposed Effective Spring 2024

Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Yes

Course Description

Develop drawing skills, tools, materials, techniques, elements of composition; line, gesture, and value. Direct observation of reality in relation to volume and form drawn onto a two-dimensional plane with a focus on the human form. Assignments include drawing, assigned readings and group critiques of drawing projects.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select one of the following:

Discipline Studies

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites ART-131 or Student Petition

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Winter

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Arts & Letters

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	demonstrate drawing and design concepts, elements and principles using various drawing media; (AL1)
2	analyze personal values through self- and group-critique of work; (AL2)
3	create original works of art that explore drawing and its connection to ideas, iconography, and/or art; (AL1)
4	recognize and utilize personal and/ or conceptual elements in relation to art and drawing; (AL1)
5	create works that reflect cultural, historical and/or contemporary ideas; (AL2)
6	draw the human form;
7	create a portfolio of original works of art.

AAOT/ASOT General Education Outcomes Course Outline Mapping Chart

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

WR: Writing Outcomes

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

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

Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

Engage in ethical communication processes that accomplish goals.

Respond to the needs of diverse audiences and contexts.

Build and manage relationships.

AL: Arts and Letters Outcomes

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

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

Outcome Assessment Strategies

Outcomes Assessment Strategies

Portfolios

Projects

Major Topic Outline 1. Use of contour, color and value to describe form. 2. Shape, form, movement, space, color, composition. 3. Value and color in light and shadow. 4. Portrait and figure drawing. 5. Varied drawing techniques and skills.

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Course Transferability

OUS school to which the course will transfer

EOU - Eastern Oregon University

Comparable course(s) Drawing is an art course that will transfer as a lower level elective or as an art foundation course. All OUS schools with an art department offer a similar class

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

College and university websites have information about Drawing courses

OUS school to which the course will transfer

OSU - Oregon State University

Comparable course(s)

Drawing is an art course that will transfer as a lower level elective or as an art foundation course. All OUS schools with an art department offer a similar class

How does it transfer?

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

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

College and university websites have information about Drawing courses

OUS school to which the course will transfer

OSU-C - OSU-Cascade

Comparable course(s)

Drawing is an art course that will transfer as a lower level elective or as an art foundation course. All OUS schools with an art department offer a similar class

How does it transfer?

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

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

College and university websites have information about Drawing courses

OUS school to which the course will transfer

PSU - Portland State University

Comparable course(s)

Drawing is an art course that will transfer as a lower level elective or as an art foundation course. All OUS schools with an art department offer a similar class

How does it transfer?

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

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

College and university websites have information about Drawing courses

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable course(s) Drawing is an art course that will transfer as a lower level elective or as an art foundation course. All OUS schools with an art department offer a similar class

How does it transfer?

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

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

College and university websites have information about Drawing courses

OUS school to which the course will transfer

UO - University of Oregon

Comparable course(s) Drawing is an art course that will transfer as a lower level elective or as an art foundation course. All OUS schools with an art department offer a similar class

How does it transfer?

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

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

College and university websites have information about Drawing courses

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable course(s) Drawing is an art course that will transfer as a lower level elective or as an art foundation course. All OUS schools with an art department offer a similar class

How does it transfer?

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

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

College and university websites have information about Drawing courses

Please attach documentation

Reviewer Comments

Course Change Request

Date Submitted: 11/18/23 7:25 pm

Viewing: **ART-233 : Drawing for Comics**

Last approved: 11/01/23 5:10 am

Last edit: 01/18/24 9:26 pm

Changes proposed by: Nora Brodnicki (norab)

Catalog Pages
referencing this
course

[Art \(ART\)](#)

Programs
referencing this
course

[AS.TBIOLOGY: Biology \(AST\)](#)

[NA.OTM: Oregon Transfer Module](#)

[AS.OTBUSINESS: Business \(ASOT\)](#)

[AS.TCOMPSCIESWO, AS.TCOMPSCIOSPSUO: Computer Science \(AST\)](#)

[AS.TBUSINESS: Business \(AST\)](#)

[AS.OTCOMPSCIENCE: Computer Science \(ASOT\)](#)

[AA.OREGONTRANSFER: Associate of Arts Oregon Transfer \(AAOT\)](#)

[AA.OTELEMED: Elementary Education \(AAOT\)](#)

[AGS.GENERAL: Associate of General Studies](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

In Workflow

1. Curriculum Office
2. DASC Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Approval Path

1. 11/20/23 6:01 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 01/18/24 9:26 pm
Charles Siegfried (csiegfried):
Approved for DASC Curriculum Committee Outline Review Team

History

1. Nov 1, 2023 by
Megan Feagles (megan.feagles)

Are you the Faculty Contact Person?

Yes

Course Prefix ART - Art

Course Number 233

Department Art

Division Arts and Sciences

Course Title Drawing for Comics

Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit Yes

Min Credit 4.00

Variable Credit No

Contact hours

Lecture 33.00

Lec/Lab

Lab 33.00

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 66

Proposed Effective Spring 2024

Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Yes

Course Description

Introduces basic drawing skills, drawing tools, materials, techniques, elements of composition; line, gesture, color and value. Projects will involve drawing with a focus on sequential imagery, comics and graphic style. Assignments include drawing, assigned readings and group critiques of drawing projects. This course emphasizes composition, expression and text-related imagery.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select one of the following:

Discipline Studies

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

ART-131 or Student Petition

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in

Print in Schedule

Schedule

Hide course in catalog

No

When do you plan to offer this course?

Spring

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Arts & Letters

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	demonstrate an understanding of drawing and design concepts, elements and principles;
2	articulate drawing and design concepts in self and group critique of compositions;
3	create original works of art that explore drawing and its connection to ideas, iconography, and/or art; (AL1)
4	recognize and utilize personal and/ or conceptual elements in relation to art and drawing;
5	identify the historical, cultural and contemporary significance of sequential drawing; (AL2)
6	demonstrate skills in the process and use of various drawing mediums; (AL1)
7	demonstrate an ability to represent and understanding of comics, design and

	Upon successful completion of this course, students should be able to:
	sequential works; (AL1)
8	develop and produce a portfolio of college-level of art.

AAOT/ASOT General Education Outcomes Course Outline Mapping Chart

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

WR: Writing Outcomes

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

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

Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

Engage in ethical communication processes that accomplish goals.

Respond to the needs of diverse audiences and contexts.

Build and manage relationships.

AL: Arts and Letters Outcomes

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

S

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

S

Outcome Assessment Strategies

Outcomes Assessment Strategies

Portfolios

Projects

Major Topic Outline

1. Use of contour, line, and gesture to describe form. 2. Historical development of the picture plane and composition emphasizing perspective and space. 3. Shape, form, movement, space, color, composition. 4. Value and color in light and shadow. 5. Comic book illustration and 2-dimensional sequential art forms. 6. Various drawing techniques and materials.

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

Course Transferability

OUS school to which the course will transfer

EOU - Eastern Oregon University

Comparable

course(s)

Drawing is an art course that will transfer as a lower level elective or as an art foundation course. PSU requires 200-level Drawing courses for art majors.

How does it transfer?

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

Evidence of transferability

OUS school to which the course will transfer

OSU - Oregon State University

Comparable
course(s)

Drawing is an art course that will transfer as a lower level elective or as an art foundation course. PSU requires 200-level Drawing courses for art majors.

How does it transfer?

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

Evidence of transferability

OUS school to which the course will transfer

OSU-C - OSU-Cascade

Comparable
course(s)

Drawing is an art course that will transfer as a lower level elective or as an art foundation course. PSU requires 200-level Drawing courses for art majors.

How does it transfer?

general education or distribution requirement
general elective

required or support for major

Evidence of transferability

OUS school to which the course will transfer

PSU - Portland State University

Comparable

course(s)

Drawing is an art course that will transfer as a lower level elective or as an art foundation course. PSU requires 200-level Drawing courses for art majors.

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable

course(s)

Drawing is an art course that will transfer as a lower level elective or as an art foundation course. PSU requires 200-level Drawing courses for art majors.

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

OUS school to which the course will transfer

UO - University of Oregon

Comparable

course(s)

Drawing is an art course that will transfer as a lower level elective or as an art foundation course. PSU requires 200-level Drawing courses for art majors.

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable

course(s)

Drawing is an art course that will transfer as a lower level elective or as an art foundation course. PSU requires 200-level Drawing courses for art majors.

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

Please attach documentation

Reviewer Comments

Key: 196

[Preview Bridge](#)

Date Submitted: 11/18/23 4:07 pm

Viewing: **ART-255 : Ceramics/Wheel-Throwing II**

Last approved: 11/01/23 5:10 am

Last edit: 11/18/23 4:06 pm

Changes proposed by: Nora Brodnicki (norab)

Catalog Pages
referencing this
course

Programs
referencing this
course

[AS.PSUMUSIC: AS, Music, PSU](#)[AS.TBIOLOGY: Biology \(AST\)](#)[NA.OTM: Oregon Transfer Module](#)[AS.OTBUSINESS: Business \(ASOT\)](#)[AS.TCOMPSCIESWO, AS.TCOMPSCIOSPSUO: Computer Science \(AST\)](#)[AS.TBUSINESS: Business \(AST\)](#)[AS.OTCOMPSCIENCE: Computer Science \(ASOT\)](#)[AA.OREGONTRANSFER: Associate of Arts Oregon Transfer \(AAOT\)](#)[AA.OTELEMED: Elementary Education \(AAOT\)](#)[AGS.GENERAL: Associate of General Studies](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix ART - Art

Course Number 255

Department Art

Division Arts and Sciences

Course Title Ceramics/Wheel-Throwing II

In Workflow

1. Curriculum Office
2. DASC Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Approval Path

1. 11/20/23 6:01 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 12/06/23 10:01 am
Gentiana Loeffler (gentiana.loeffler):
Approved for DASC Curriculum Committee Outline Review Team

History

1. Nov 1, 2023 by
Megan Feagles (megan.feagles)

Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit Yes

Variable Credit No

Contact hours

Lecture 33.00

Lec/Lab

Lab 33.00

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 66

Proposed Effective Spring 2024

Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Yes

Course Description

This course continues the development of ceramic wheel-throwing methods through the creation of functional and artistic forms to develop skills and clay experience and foster artistic growth. Students explore glazing and firing methods. Students also examine ~~research~~ the history of wheel thrown ceramics and its connection to culture and society.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select one of the following:

Discipline Studies

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites **ART 232 OF STUDENT PETITION**

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Print in Schedule
Schedule

Hide course in catalog

No

When do you plan to offer this course?

Winter/Spring

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Arts & Letters

Equivalent Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	create works in clay that demonstrate wheel-throwing skills; (AL1)
2	identify and describe ceramic works and their art and cultural historical styles; (AL2)
3	demonstrate group and self-critiquing skills; (AL1)
4	recognize standards of quality in design and technique; (AL1)
5	apply ceramic techniques, terminology and ideas;
6	apply artistic ideas using clay as the primary medium. (AL1)

AAOT/ASOT General Education Outcomes Course Outline Mapping Chart

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

WR: Writing Outcomes

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

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

Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

Engage in ethical communication processes that accomplish goals.

Respond to the needs of diverse audiences and contexts.

Build and manage relationships.

AL: Arts and Letters Outcomes

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

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

Outcome Assessment Strategies

Projects

Major Topic Outline 1. Technical information: clay, glazes, materials, and firing methods. 2. Design and aesthetics: uses of material, design and aesthetic critiques. 3. Historical study of ceramics using books and internet sources. 4. Stimulation and development of creative processes during course projects, reinforced by verbal and written information. 5. Student Involvement in making ceramic works, loading kilns, glazing, clean up and research.

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Course Transferability

OUS school to which the course will transfer

EOU - Eastern Oregon University

Comparable course(s) EOU= ART 260, U of O= ARTC 255, SOU= ART 255 and WOU= A 255/ A 256

How does it transfer?

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

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

I checked websites for comparable courses

OUS school to which the course will transfer

OSU - Oregon State University

Comparable course(s) EOU= ART 260, U of O= ARTC 255, SOU= ART 255 and WOU= A 255/ A 256

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

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

I checked websites for comparable courses

OUS school to which the course will transfer

OSU-C - OSU-Cascade

Comparable course(s)

EOU= ART 260, U of O= ARTC 255, SOU= ART 255 and WOU= A 255/ A 256

How does it transfer?

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

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

I checked websites for comparable courses

OUS school to which the course will transfer

PSU - Portland State University

Comparable course(s)

EOU= ART 260, U of O= ARTC 255, SOU= ART 255 and WOU= A 255/ A 256

How does it transfer?

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

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

I checked websites for comparable courses

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable course(s)

EOU= ART 260, U of O= ARTC 255, SOU= ART 255 and WOU= A 255/ A 256

How does it transfer?

general elective
required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

I checked websites for comparable courses

OUS school to which the course will transfer

UO - University of Oregon

Comparable
course(s)

EOU= ART 260, U of O= ARTC 255, SOU= ART 255 and WOU= A 255/ A 256

How does it transfer?

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

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

I checked websites for comparable courses

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable
course(s)

EOU= ART 260, U of O= ARTC 255, SOU= ART 255 and WOU= A 255/ A 256

How does it transfer?

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

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

I checked websites for comparable courses

Please attach documentation

Reviewer Comments

Date Submitted: 12/04/23 1:18 pm

Viewing: **CS-297N : Networking Capstone**

Last approved: 11/07/23 5:01 am

Last edit: 12/04/23 1:22 pm

Changes proposed by: Rick Carino (rcarino)

Catalog Pages
referencing this
course

[Computer Science \(CS\)](#)

Programs
referencing this
course

[AAS.COMPNETADMIN: Computer & Network Administration](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix CS - Computer Science

Course Number 297N

Department Computer Science

Division Arts and Sciences

Course Title Networking Capstone

In Workflow

1. Curriculum Office
2. DASC Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Approval Path

1. 12/04/23 1:22 pm
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 12/05/23 3:00 pm
Deanna Myers (deanna.myers):
Approved for DASC Curriculum Committee Outline Review Team

History

1. Nov 7, 2023 by
Megan Feagles (megan.feagles)

Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit Yes

Min Credit 4.00

Variable Credit No

Contact hours

Lecture 22.00

Lab	33.00
Activity	
Clinical	
Field	
CWE Seminar	
CPR	
Seminar	
Community Education/Drivers Ed	
Community Education/Adult	
Total	66
Proposed Effective Term	Spring 2024

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Course Description

The capstone course for the Computer & Network Administration AAS. Provides the opportunity to combine the discrete information learned from program classes together towards the completion of an enterprise-level computer project. Focus can also be placed on researching, practicing, and obtaining an industry-standard certification credential. Emphasis will be placed on project planning, timeline management, creation of training documentation, and oral presentation of completed works. [Required: Student Petition.](#)

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select one of the following:

Elective Only

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites ~~CS-152 and CS-288W~~

Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

Yes ~~No~~

Show course in Schedule Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Spring

Will this class use library resources?

No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	design solutions to business scenarios requiring proper selection of network, workstation, and server hardware and software which provide sufficient performance, fault tolerance and security;
2	select, install, and configure products to provide essential network services such as DHCP, DNS, email, web, printing, and file sharing;
3	implement solutions in a lab environment;
4	understand the variety of possible industry technology certifications and their requirements;
5	present and/or train on the ongoing and completed status of their project.

Major Topic Outline 1. Project Proposals and Timeline 2. Project Performance and Management 3. Project Logging and Training Documentation 4. Completion of projects in accordance with project timelines 5. Student presentations and evaluations

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Course Transferability

Please attach documentation

Reviewer Comments

Course Change Request

Date Submitted: 11/22/23 9:14 am

Viewing: **HOR-246 : Organic Farming and Gardening**

Last approved: 11/07/23 5:02 am

Last edit: 11/22/23 9:14 am

Changes proposed by: Christopher Konieczka (chrisk)

Catalog Pages
referencing this
course

Programs
referencing this
course

[AAS.LANDSCAPEMGMT: Landscape Management](#)
[CC.ORGANICFARM: Organic Farming](#)
[AS.OSUGENHORT: AS, Horticulture, OSU](#)
[AAS.HORT1: Horticulture](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix HOR -
Horticulture/Arboriculture/Landscape/Organic
Farming

Course Number 246

Department Horticulture

Division Arts and Sciences

Course Title Organic **Farming and** Gardening

Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit Yes

Min Credit 2.00

Variable Credit No

Contact hours

Lecture

Lec/Lab 44.00

Lab

Activity

Clinical

Field

In Workfl

1. Curricul
2. DASC Cu
3. Curricul
4. Curricul
5. Collegu

Approval

1. 11/22/2.
Megan F
(megan.:
Approve
Curricul
2. 12/01/2.
Nora Br
(norab):
for DASC
Committ
Review 1

History

1. Nov 7, 2
Megan F
(megan.:

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 44

Proposed Effective Spring 2024

Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Yes

Course Description

Growing organically addresses two of today's common concerns: health and sustainability. Learn organic gardening skills like how to create a garden plan, build healthy soil, make and use your own compost, add fertility with cover crops, choose the best crop varieties for our region, and practice proper planting and harvest techniques. This class is great for beginners, and gardeners who are looking to take their skills to a deeper level. Overview of the fundamental principles and practices of organic fruit and vegetable production in the Pacific Northwest.

Type of Course (ACTI Code)

210 - Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Spring

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	explain various cover cropping systems available for use;
2	describe the fundamentals of the composting process as used for organic farms and gardens;
3	list the range of organic pest control measures available for use;
4	list key components of the National Organic Program as applicable to a specific organic crop;
5	demonstrate how and why specific mulches are used in organic production;
6	describe the advantages and disadvantages of the different organic amendments and fertilizers acceptable for use under the National Organic Program;
7	examine the hows and whys of soil building available for use under the National Organic program;
8	list the general features of a Community Supported Agriculture operation.

Major Topic Outline 1. Composting. 2. Community Supported Agricultural programs. 3. History of organic crop growing. 4. Intercropping. 5. Organic certification standards. 6. Soil building. 7. Utilize approved organic pest control measures. 8. Vegetable planting / harvest scheduling. 9. Mulches. 10. Cover crops.

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

Yes

Clean up Natural Environment

Yes

Supports Green Services

Yes

Percent of Course 100

Course Transferability

Please attach documentation

Reviewer Comments

Course Change Request

Date Submitted: 12/15/23 10:24 am

Viewing: **HOR-280 : Horticulture/CWE**

Last edit: 12/15/23 10:34 am

Changes proposed by: Loretta Mills (lorettam)

Catalog Pages
referencing this
course

[Horticulture/Arboriculture/Landscape/Organic Farming_\(HOR\)](#)

Programs
referencing this
course

[CC.IRRTECHNICIAN: Irrigation Technician](#)

[AAS.LANDSCAPEMGMT: Landscape Management](#)

[AAS.LANDMGMTARBOR: Landscape Management AAS, Arboriculture
Option](#)

[CC.LANDSCAPEPRAC: Landscape Practices](#)

[CC.PLANTHEALMGT: Plant Health Management](#)

[AAS.HORT1: Horticulture](#)

[CC.HORT: Horticulture](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

april.chastain@clackamas.edu

Course Prefix

In Workflow

1. Curriculum Office
2. DASC Curriculum
Committee Outline
Review Team
3. Curriculum Office
4. Curriculum
Committee
Approval
5. Colleague

Approval Path

1. 12/15/23 10:30 am
Megan Feagles
(megan.feagles):
Approved for
Curriculum Office
2. 01/08/24 12:22 pm
Eric Lee (elee):
Approved for DASC
Curriculum
Committee Outline
Review Team

HOR -
Horticulture/Arboriculture/Landscape/Organic
Farming

Course Number	280
Department	Horticulture
Division	Arts and Sciences
Course Title	Horticulture/CWE

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course
Allow Pass/No Pass	No
Audit	Yes
Min Credit	3.00
Variable Credit	No

Contact hours

Lecture	
Lec/Lab	
Lab	
Activity	
Clinical	
Field	90.00
CWE Seminar	
CPR	
Seminar	
Community Education/Drivers Ed	
Community Education/Adult	

Total 90

Proposed Effective Term Spring 2024

Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Course Description

On-the-job experience in the student's major course of study. Students are expected ~~allowed~~ to work a minimum ~~enroll after completing nine credits~~ of 90 job site hours. ~~horticulture courses~~.
May be repeated for up to 6 credits. Required: Student Petition.

Type of Course (ACTI Code)

210 - Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 6

Course Requisites

Required

Prerequisites

~~Students are expected to work a minimum of 90 job site hours~~

Corequisites

CWE-281

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

Yes

Show course in
Schedule

Print in Credit & CWE

Hide course in catalog

No

When do you plan to offer this course?

Summer/Fall/Winter/Spring

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

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

Major Topic Outline

1. Students earn CWE course credit by working in a position that directly relates to their program major. 2. Students, in cooperation with their instructor and employer, will set and accomplish learning objectives for the work experience. 3. The student, instructor and employer will talk three times during the term (twice in person at the job site). 4. Students will complete the online seminar component.

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

Course Transferability

Please attach documentation

Reviewer Comments

Key: 985

[Preview Bridge](#)

Course Change Request

Date Submitted: 12/15/23 10:25 am

Viewing: **HOR-281 : Horticulture/CWE**

Last edit: 12/15/23 10:33 am

Changes proposed by: Loretta Mills (lorettam)

Catalog Pages
referencing this
course

[Horticulture/Arboriculture/Landscape/Organic Farming_\(HOR\)](#)

Programs
referencing this
course

[AAS.LANDSCAPEMGMGT: Landscape Management](#)

[AAS.LANDMGMTARBOR: Landscape Management AAS, Arboriculture
Option](#)

[CC.PLANTHEALMGT: Plant Health Management](#)

[AAS.HORT1: Horticulture](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

april.chastain@clackamas.edu

Course Prefix

In Workflow

1. Curriculum Office
2. DASC Curriculum
Committee Outline
Review Team
3. Curriculum Office
4. Curriculum
Committee
Approval
5. Colleague

Approval Path

1. 12/15/23 10:35 am
Megan Feagles
(megan.feagles):
Approved for
Curriculum Office
2. 01/12/24 12:43 pm
Kerrie Hughes
(kerrieh): Approved
for DASC Curriculum
Committee Outline
Review Team

HOR -
Horticulture/Arboriculture/Landscape/Organic
Farming

Course Number	281
Department	Horticulture
Division	Arts and Sciences
Course Title	Horticulture/CWE

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course
Allow Pass/No Pass	No
Audit	Yes
Min Credit	6.00
Variable Credit	No

Contact hours

Lecture

Lec/Lab

Lab

Activity

Clinical

Field 180.00

CWE Seminar

CPR

Seminar

Community
Education/Drivers

Ed

Community
Education/Adult

Total 180

Proposed Effective Term Spring 2024

Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Course Description

On-the-job experience in the student's major course of study. Students are expected ~~allowed~~ to work a minimum ~~enroll after completing nine credits~~ of 180 job site hours. ~~horticulture courses:~~
May be repeated for up to 12 credits. Required: Student Petition.

Type of Course (ACTI Code)

210 - Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 12

Course Requisites

Required

Prerequisites

~~Students are expected to work a minimum of 180 job site hours~~

Corequisites

CWE-281

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

Yes

Show course in
Schedule

Print in Credit & CWE

Hide course in catalog

No

When do you plan to offer this course?

Summer/Fall/Winter/Spring

Will this class use library resources?

No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

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

Major Topic Outline

1. Students earn CWE course credit by working in a position that directly relates to their program major. 2. Students, in cooperation with their instructor and employer, will set and accomplish learning objectives for the work experience. 3. The student, instructor and employer will talk three times during the term (twice in person at the job site). 4. Students will complete the online seminar component.

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Course Transferability

Please attach documentation

Reviewer Comments

Key: 986

[Preview Bridge](#)

Course Change Request

Date Submitted: 12/13/23 9:15 am

Viewing: **IMT-108 : Rigging and Lifting**

Last approved: 11/04/23 4:53 am

Last edit: 12/15/23 6:15 am

Changes proposed by: Deby McDowell (debyw)

Catalog Pages
referencing this
course

[Industrial Maintenance Technology \(IMT\)](#)
[Welding Technology, AAS](#)

Programs
referencing this
course

[CC.IMTMECHMAIN: Industrial Maintenance Technology Mechanical
Maintenan](#)
[AAS.INDMAINTECH: Industrial Maintenance Technology](#)
[AAS.RNEWNRGYTECH: Renewable Energy Technology](#)
[AAS.WELDINGTECH: Welding Technology](#)

Credits/Hours/Instructional Method Change

In Workflow

1. Curriculum Office
2. DTPS Curriculum
Committee Outline
Review Team
3. Curriculum Office
4. Curriculum
Committee
Approval
5. Colleague

Approval Path

1. 12/08/23 11:39 am
Megan Feagles
(megan.feagles):
Rollback to Initiator
2. 12/13/23 9:24 am
Megan Feagles
(megan.feagles):
Approved for
Curriculum Office
3. 01/30/24 1:08 pm
Erin Gravelle
(erin.gravelle):
Approved for DTPS
Curriculum
Committee Outline
Review Team

History

1. Nov 4, 2023 by
Megan Feagles
(megan.feagles)

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

mattsonm@clackamas.edu

Course Prefix IMT - Industrial Maintenance Technology

Course Number 108

Department Industrial Technology

Division Technology, Applied Science and Public
Services (TAPS)

Course Title Rigging and Lifting

Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit Yes

Min Credit 2.00

Variable Credit No

Contact hours

Lecture

Lec/Lab 44.00

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 44

Proposed Effective Winter 2024

Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Course Description

This course provides instruction in rigging and lifting techniques including usage and inspection of rigging equipment, developing lift plans, anchoring to concrete, and heavy machinery installation. Students will be expected to perform lifts independently and in groups.

Type of Course (ACTI Code)

210 - Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

MTH-050

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Spring Fall

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	use accurate terminology to identify the basic tools used in rigging;
2	inspect basic rigging equipment for safe working load limits and damaged components;
3	calculate the weight of a load, the sling angle load factor, the safe working load limits of the lifting tools, and the center of gravity of a load prior to lifting;
4	safely perform the transportation, accurate positioning, and installation of heavy equipment and machinery;
5	install seismic anchoring fasteners in concrete, in conformance to applicable building codes;
6	apply the principles of rigging to safely lift large loads.

Major Topic Outline

1. Basic measurement units and conversions 2. Introduction to industrial rigging 3. Industrial hoists and cranes 4. Hoists and cranes operating practices 5. Scaffolds and ladders 6. Preparing the installation site 7. Vibration control and anchoring 8. Moving and setting equipment 9. Leveling and aligning equipment 10. Checking and test running equipment

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

Course Transferability

Please attach documentation

Reviewer Comments

Megan Feagles (megan.feagles) (12/08/23 11:39 am): Rollback: this course is still set to be taken in fall by students in the CC.IMTMECHMAIN. It either needs to be moved to spring in that program, or change the offering term to be fall and spring.

Key: 1033

[Preview Bridge](#)

Course Change Request

Date Submitted: 12/08/23 3:56 pm

Viewing: **MTT-252 : Macro Programming and Machine Probing**

Last approved: 11/07/23 5:03 am

Last edit: 12/15/23 6:15 am

Changes proposed by: Deby McDowell (debyw)

Catalog Pages
referencing this
course

[Machine Tool Technology \(MTT\)](#)

Programs
referencing this
course

[AAS.MACHTECH: Machine Tool Technology](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

mattsonm@clackamas.edu

Course Prefix

MTT - Machine Tool Technology

In Workflow

1. Curriculum Office
2. DTPS Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Approval Path

1. 12/11/23 7:20 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office

History

1. Nov 7, 2023 by
Megan Feagles (megan.feagles)

Course Number	252
Department	Industrial Technology
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	Macro Programming and Machine Probing

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course
Allow Pass/No Pass	Yes
Only Pass/No Pass	No
Audit	Yes
Min Credit	3.00
Variable Credit	No

Contact hours

Lecture	
Lec/Lab	66.00
Lab	
Activity	
Clinical	
Field	
CWE Seminar	
CPR	
Seminar	
Community Education/Drivers Ed	
Community Education/Adult	

Total 66

Proposed Effective Term Spring 2024

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Course Description

This course is an introduction to Fanuc-based, custom macro programming for individuals with some previous G&M-code programming experience. Students will learn to define and apply macro variables, program branching, macro functions and operators and implement repetitive looping. Additional topics will include custom alarms and assignment of G & M codes to macros. Students will write and prove out programs on HAAS CNC controls utilizing all basic functions of the language using Renishaw touch probes.

Type of Course (ACTI Code)

210 - Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

MTT-122 or competence **Competence** with basic G&M-code mill programming (FANUC/Haas-style) **or** ~~MTT-123~~

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in

Print in Schedule

Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall

Will this class use library resources?

No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	evaluate and optimize existing CNC programs using custom macro/parametric <u>programming</u> ; programming ;
2	create custom canned cycles (macros) and assign G&M codes to <u>them</u> ; them ;
3	create custom operator/error alarms and <u>timers</u> ; timers ;
4	implement system variables for the purpose of clearing, writing, updating and adjusting work and tool offsets;
5	understand tool stylus function and touch-trigger <u>principle</u> ; principle ;
6	determine in-process gauging and <u>programming</u> ; programming ;
7	describe the broken tool detection <u>process</u> ; process ;
8	describe the calibration process.

Major Topic Outline

1. Custom Macro and Parametric Programming History and Applications 2. Global Variable use in Parametric/Macro Programming. 3. Programming Syntax 4. Global Variables and Machine Options 5. Arithmetic functions and Order of Operations 6. Program Branching 7. Use of Boolean Operators and Trigonometric functions 8. Creating Custom Canned Cycles (macros) 9. G65 Macro Call 10. Program Numbers 11. Passing of Macro Arguments 12. Limiting Block Look Ahead. 13. Activating Single Block Suppression 14. Repetitive Looping 15. Custom Alarms and

Timers 16. Aliasing--Assigning Custom G&M codes to Macros 17. Introduction to System Variables 18. Automatic Adjustment of Work and Tool Offsets 19. Populating Work and Tool Offset Registries

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Course Transferability

Please attach documentation

Reviewer Comments

Course Change Request

Date Submitted: 12/08/23 3:57 pm

Viewing: **MTT-253 : 5-Axis Machining**

Last approved: 11/07/23 5:03 am

Last edit: 12/15/23 6:14 am

Changes proposed by: Deby McDowell (debyw)

Catalog Pages
referencing this
course

[Machine Tool Technology \(MTT\)](#)

Programs
referencing this
course

[AAS.MACHTECH: Machine Tool Technology](#)

Credits/Hours/Instructional Method Change

In Workflow

1. Curriculum Office
2. DTPS Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Approval Path

1. 12/11/23 7:20 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 01/30/24 1:12 pm
Erin Gravelle (erin.gravelle):
Approved for DTPS Curriculum Committee Outline Review Team

History

1. Nov 7, 2023 by
Megan Feagles (megan.feagles)

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

mattsonm@clackamas.edu

Course Prefix

MTT - Machine Tool Technology

Course Number

253

Department

Industrial Technology

Division

Technology, Applied Science and Public
Services (TAPS)

Course Title

5-Axis Machining

Grading

Grade Scheme

Standard (STND)

Credit Type

Credit Course

Allow Pass/No Pass

Yes

Only Pass/No Pass

No

Audit

Yes

Min Credit

3.00

Variable Credit

No

Contact hours

Lecture

Lec/Lab

66.00

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 66

Proposed Effective Spring 2024

Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Course Description

This class will introduce students to 5-axis CNC milling machines, their programming, and setup procedures. The course will explore limitations, advantages, and configurations of typical 5-axis machines including rotation style and set-up orientation. Post processing and virtual machine simulation will also be discussed.

Type of Course (ACTI Code)

210 - Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

MTT-122 MTF-123

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in

Print in Schedule

Schedule

Hide course in catalog

No

When do you plan to offer this course?

Winter

Will this class use library resources?

No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	identify the advantages of 5-axis machine tools;
2	identify different machine and workholding configurations;
3	understand basic terminology used in the industry regarding 5-axis machines;
4	determine proper cutting strategies using 3+2 and synchronous movement;
5	describe the difference between feed rate and inverse time feed;
6	identify specific safety issues with rotating axes;
7	use CAM Simulation and virtual machines for simulation.

Major Topic Outline

1. Identification and orientation of machining axes 2. Machine start-up and shut-down procedures 3. Machine setup and verification procedures 4. Workholding techniques unique to Multi-Axis machining 5. Maximizing the usable work area 6. Reduced part handling and increased three-dimensional part feature acceptance 7. Increased productivity of complex parts

while increasing tool life and surface finish 8. Toolpath verification using dedicated simulation and machine environments

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

Course Transferability

Please attach documentation

Reviewer Comments

Course Change Request

Date Submitted: 12/08/23 3:58 pm

Viewing: **MTT-254 : Mill/Turn Machining**

Last approved: 06/08/23 5:15 am

Last edit: 12/15/23 6:14 am

Changes proposed by: Deby McDowell (debyw)

Catalog Pages
referencing this
course

[Machine Tool Technology \(MTT\)](#)

Programs
referencing this
course

[AAS.MACHTECH: Machine Tool Technology](#)

Credits/Hours/Instructional Method Change

In Workflow

1. Curriculum Office
2. DTPS Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Approval Path

1. 12/11/23 7:20 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 01/30/24 1:12 pm
Erin Gravelle (erin.gravelle):
Approved for DTPS Curriculum Committee Outline Review Team

History

1. Jun 8, 2023 by
Megan Feagles (megan.feagles)

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

mattsonm@clackamas.edu

Course Prefix

MTT - Machine Tool Technology

Course Number

254

Department

Industrial Technology

Division

Technology, Applied Science and Public
Services (TAPS)

Course Title

Mill/Turn Machining

Grading

Grade Scheme

Standard (STND)

Credit Type

Credit Course

Allow Pass/No Pass

Yes

Only Pass/No Pass

No

Audit

Yes

Min Credit

3.00

Variable Credit

No

Contact hours

Lecture

Lec/Lab

66.00

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 66

Proposed Effective Spring 2024

Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Course Description

This class will introduce students to CNC mill-turn machines, their programming, and setup procedures. The course will explore limitations, advantages, and configurations of typical mill/turn machines including rotation style and set-up orientation. Post processing and virtual machine simulation will also be discussed.

Type of Course (ACTI Code)

210 - Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

MTT-122 MTF-123

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in

Print in Schedule

Schedule

Hide course in catalog

No

When do you plan to offer this course?

Spring

Will this class use library resources?

No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

APR-254MA - Mill/Turn Machining

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	identify the advantages of mill-turn machines;
2	identify different machine and workholding configurations;
3	understand basic terminology used in the industry regarding Mill-turn machines;
4	determine proper cutting strategies using dual-spindle machine;
5	identify the limitations of the Main and sub-spindle workholding and fixturing;
6	identify specific issues with live tooling and part hand-off;
7	describe the advantages and disadvantages of C and Y-axis machining;
8	use CAM simulation and virtual machines for simulation.

Major Topic Outline

1. Identification and orientation of machining axes 2. Machine start-up and shut-down procedures 3. Machine setup and verification procedures 4. Workholding techniques unique to Mill-turn machining 5. Maximizing the usable work area 6. Reduced part handling and increased three-dimensional part feature acceptance 7. Increased productivity of complex parts

while increasing tool life and surface finish 8. Toolpath verification using dedicated simulation and machine environments

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Course Transferability

Please attach documentation

Reviewer Comments

Course Change Request

Date Submitted: 12/08/23 3:59 pm

Viewing: **MTT-268 : Capstone Machining I**

Last approved: 11/07/23 5:03 am

Last edit: 12/15/23 6:13 am

Changes proposed by: Deby McDowell (debyw)

Catalog Pages
referencing this
course

[Machine Tool Technology \(MTT\)](#)

Programs
referencing this
course

[AAS.MACHTECH: Machine Tool Technology](#)

Credits/Hours/Instructional Method Change

In Workflow

1. Curriculum Office
2. DTPS Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Approval Path

1. 12/11/23 7:20 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 01/30/24 1:13 pm
Erin Gravelle (erin.gravelle):
Approved for DTPS Curriculum Committee Outline Review Team

History

1. Nov 7, 2023 by
Megan Feagles (megan.feagles)

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

mattsonm@clackamas.edu

Course Prefix

MTT - Machine Tool Technology

Course Number

268

Department

Industrial Technology

Division

Technology, Applied Science and Public
Services (TAPS)

Course Title

Capstone Machining I

Grading

Grade Scheme

Standard (STND)

Credit Type

Credit Course

Allow Pass/No Pass

Yes

Only Pass/No Pass

No

Audit

Yes

Min Credit

3.00

Variable Credit

No

Contact hours

Lecture

Lec/Lab

66.00

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 66

Proposed Effective Spring 2024

Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Course Description

This is the first of the capstone project series and will allow students to demonstrate mastery of core skills that are learned in the machining program including: CNC setup and operation, manual machining, CAM programming, and surface grinding. This class will focus on importing models, process development, and programming components to be run on a CNC machine tool.

Type of Course (ACTI Code)

210 - Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

MTT-113, MTT-122, and MTT-123, MTT-141

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

MTT-242

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in
Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Winter

Will this class use library resources?

No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	import three-dimensional models into a CAM <u>system</u> ; system ;
2	plan and document efficient machining processes for an assigned <u>product</u> ; product ;
3	model and verify machining process in a CAM system for all components to be manufactured on a CNC machine <u>tool</u> ; tool ;
4	prepare workpieces for CNC machining with the use of manual machine <u>tools</u> ; tools ;
5	setup and machine assigned parts on CNC mills and lathes.

Major Topic Outline

1. Model importation and machining process modeling. 2. Project planning. 3. GD&T applications to related to projects. 4. Fixturing for 5-axis milling. 5. Multi-axis machine

programming, set-up and verification. 6. Part drawings and common document control procedures.

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Course Transferability

Please attach documentation

Reviewer Comments

Course Change Request

Date Submitted: 12/27/23 11:24 am

Viewing: **NRS-110 : Foundations of Nursing -
Health Promotion**

Last edit: 12/31/23 8:30 am

Changes proposed by: Virginia Chambers (virginia.chambers)

Catalog Pages
referencing this
course

[Gerontology for Health Care Professionals, Career Pathway Certificate
Nursing.\(NRS\).](#)

Programs
referencing this
course

[AAS.NURSING: Nursing.\(RN\).](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

beth.doyle@clackamas.edu

In Workflow

1. Curriculum Office
2. DTPS Curriculum
Committee Outline
Review Team
3. Curriculum Office
4. Curriculum
Committee
Approval
5. Colleague

Approval Path

1. 01/02/24 7:21 am
Megan Feagles
(megan.feagles):
Approved for
Curriculum Office
2. 01/30/24 1:22 pm
Erin Gravelle
(erin.gravelle):
Approved for DTPS
Curriculum
Committee Outline
Review Team

Course Prefix	NRS - Nursing
Course Number	110
Department	Health Sciences
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	Foundations of Nursing - Health Promotion

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course
Allow Pass/No Pass	No
Audit	No
Min Credit	5.00
Variable Credit	No

Contact hours

Lecture	55.00
Lec/Lab	
Lab	
Activity	
Clinical	
Field	
CWE Seminar	
CPR	
Seminar	
Community Education/Drivers Ed	
Community Education/Adult	

Total 55

Proposed Effective Term Spring 2024

Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Yes

Course Description

This course introduces the learner to framework of the OCNE curriculum. The emphasis on health promotion across the life span includes learning about self-health as well as patient health practices. To support self and patient health practices, students learn to access research evidence about healthy lifestyle patterns and risk factors for disease/illness, apply growth and development theory, interview patients in a culturally sensitive manner, work as members of a multidisciplinary team giving and receiving feedback about performance, and use reflective thinking about their practice as nursing students. Populations studied in the course include children, adults, older adults and the family experiencing a normal pregnancy. Includes classroom and clinical learning experiences. The clinical portion of the course includes practice with therapeutic communication skills and selected core nursing skills identified in the OCNE Core Nursing Skills document.

Type of Course (ACTI Code)

210 - Career Technical Preparatory

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Acceptance into the CCC nursing program

Corequisites

NRS-110C and NRS-230

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in

Print in Schedule

Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

Yes

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	<u>complete a comprehensive health assessment;</u> conduct a culturally and age appropriate health assessment, and interpret health data, such as screening for biological and psychosocial health risks, evidence of safe and healthy habits; developmental tasks and vulnerabilities, and patterns of family functioning;
2	<u>demonstrate clinical judgment by using the nursing process in holistic care planning;</u> develop a plan of care that is family-centered, and developmentally and culturally appropriate using evidence such as clinical practice guidelines and integrative literature reviews, to help facilitate a patient's health behavior change;
3	<u>examine use effective communication to establish a therapeutic patient-centered relationship and advocate for a health promotion strategies that are person-centered, family-centered, developmentally appropriate, and culturally-aware to support a patient's behavior change based on assessment of health behavior change;</u> risks;

Upon successful completion of this course, students should be able to:	
4	<u>identify communication strategies that establish and maintain therapeutic relationships with the patient/family system;</u> design and evaluate a health behavior change for self and for a selected patient using relevant evidence and family/cultural data;
5	apply <u>demonstrate beginning use of selected nursing, ethical, nursing frameworks;</u> including the legal-ethical base for practice; and <u>legal standards of practice</u> their application to <u>theory and clinical activities;</u> the practice of nursing;
6	<u>demonstrate compliance with institutional policies and procedures regarding timely completion of assignments;</u> recognize the importance and relevance of reflection on clinical experiences and on competencies and its influence on personal and professional behavior;
7	<u>demonstrate safe practice of fundamental nursing care skills consistent with nursing standards of practice and professional performance.</u> demonstrate use of effective learning strategies in a performance-based curriculum;
8	demonstrate use of the importance of fulfilling commitments to the team in timely completion of assignments.

Major Topic Outline

Introduction to OCNE Curriculum

Health promotion across the life span

Self-care

Cultural considerations in client care

Student's values as related to nursing practice

Evidence-based practice

Risk factors for disease/illness

Roles of multi-disciplinary team members

Teaching/learning styles

Historical and current perspectives in nursing

Health Policy

Communication

Legal issues related to nursing practice

Ethical issues related to nursing practice

Problem solving techniques

Noticing and assessing in the context of health promotion. 1.Introduction to OCNE

Curriculum.2.Health promotion across the life-span.3.Self-care.4.Cultural considerations in client care.5.Student's values as related to nursing practice.6.Evidence-based practice.7.Risk factors for disease/illness.8.Roles of multi-disciplinary team members.9.Teaching/learning

styles.10.Historical and current perspectives in nursing.11.Health Policy.12.Communication.13.Legal issues related to nursing practice.14.Ethical issues related to nursing practice.15.Problem solving techniques.16.Noticing and assessing in the context of health promotion.

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

Course Transferability

Please attach documentation

Reviewer Comments

Course Change Request

Date Submitted: 12/27/23 11:29 am

Viewing: **NRS-110C : Foundations of Nursing - Health Promotion Clinical**

Last edit: 01/02/24 7:22 am

Changes proposed by: Virginia Chambers (virginia.chambers)

Catalog Pages
referencing this
course

[Nursing.\(NRS\).](#)

Programs
referencing this
course

[AAS.NURSING: Nursing.\(RN\).](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

beth.doyle@clackamas.edu

In Workflow

1. Curriculum Office
2. DTPS Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Approval Path

1. 01/02/24 7:22 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 01/30/24 1:23 pm
Erin Gravelle (erin.gravelle):
Approved for DTPS Curriculum Committee Outline Review Team

Course Prefix	NRS - Nursing
Course Number	110C
Department	Health Sciences
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	Foundations of Nursing - Health Promotion Clinical

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course
Allow Pass/No Pass	Yes
Only Pass/No Pass	Yes
Audit	No
Min Credit	4.00
Variable Credit	No

Contact hours

Lecture	
Lec/Lab	
Lab	
Activity	
Clinical	120.00
Field	
CWE Seminar	
CPR	
Seminar	
Community Education/Drivers Ed	

Community

Education/Adult

Total 120

Proposed Effective Spring 2024

Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Course Description

This course introduces the learner to framework of the OCNE curriculum. The emphasis on health promotion across the life span includes learning about self-health as well as client health practices. To support self and client health practices, students learn to access research evidence about healthy lifestyle patterns and risk factors for disease/illness, apply growth and development theory, interview clients in a culturally sensitive manner, work as members of a multidisciplinary team giving and receiving feedback about performance, and use reflective thinking about their practice as nursing students. Populations studied in the course include children, adults, older adults and the family experiencing a normal pregnancy. Includes classroom and clinical learning experiences.

Type of Course (ACTI Code)

210 - Career Technical Preparatory

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Acceptance into the CCC nursing program

Corequisites

NRS-110 and NRS-230

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in

Print in Schedule

Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

Yes

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	<u>complete a comprehensive health assessment</u> ; demonstrate a culturally and age appropriate health assessment, and interpret health data, such as screening for biological and psychosocial health risks, evidence of safe and healthy habits, developmental tasks and vulnerabilities, family functioning;
2	<u>demonstrate clinical judgment by using the nursing process in holistic care planning</u> ; develop a plan of care that is family-centered, and developmentally and culturally appropriate using evidence such as clinical guidelines and integrative literature reviews, to help facilitate a client's health behavior change;
3	<u>examine use effective communication to establish a therapeutic relationship and advocate for a health promotion strategies that are person-centered, family-centered, developmentally appropriate, and culturally-aware to support a patient's behavior change based on assessment of health behavior change</u> ; risks;

Upon successful completion of this course, students should be able to:	
4	<u>identify communication strategies that establish and maintain therapeutic relationships with the patient/family system;</u> design and evaluate a health behavior change for self and for a selected client using relevant evidence and family/cultural data;
5	<u>apply</u> demonstrate beginning understanding of selected <u>nursing, ethical, nursing frameworks, including the legal and legal standards of practice ethical bases for practice, and their application to</u> <u>theory and clinical activities;</u> the practice of nursing;
6	<u>demonstrate compliance with institutional policies</u> identify the importance and <u>procedures regarding timely completion</u> relevance of <u>assignments;</u> reflection and its influence on personal and professional behavior;
7	<u>demonstrate safe practice of fundamental nursing care skills consistent with nursing standards of practice and professional performance.</u> demonstrate understanding of effective learning strategies in a performance-based curriculum;
8	demonstrate understanding of the importance of fulfilling commitments to the team in completing assignments.

Major Topic Outline

Introduction to OCNE Curriculum

Health promotion across the life span

Self-care

Cultural considerations in client care

Student's values as related to nursing practice

Evidence-based practice

Risk factors for disease/illness

Roles of multi-disciplinary team members

Teaching/learning styles

Historical and current perspectives in nursing

Health Policy

Communication

Legal issues related to nursing practice

Ethical issues related to nursing practice

Problem solving techniques

Noticing and assessing in the context of health promotion 1.Introduction to OCNE

Curriculum.2.Health promotion across the life-span.3.Self-care 4.Cultural considerations in client care.5.Student's values as related to nursing practice.6.Evidence-based practice.7.Risk factors for disease/illness.8.Roles of multi-disciplinary team members.9.Teaching/learning

styles.10.Historical and current perspectives in nursing.11.Health Policy.12.Communication.13.Legal issues related to nursing practice.14.Ethical issues related to nursing practice.15.Problem solving techniques.16.Noticing and assessing in the context of health promotion.

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

Course Transferability

Please attach documentation

Reviewer Comments

Course Change Request

Date Submitted: 01/30/24 1:44 pm

Viewing: **NRS-111 : Foundations of Nursing in Chronic Illness I**

Last edit: 01/30/24 1:47 pm

Changes proposed by: Virginia Chambers (virginia.chambers)

Catalog Pages
referencing this
course

[Nursing.\(NRS\).](#)

Programs
referencing this
course

[AAS.NURSING: Nursing.\(RN\).](#)

Credits/Hours/Instructional Method Change

In Workflow

1. Curriculum Office
2. DTPS Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Approval Path

1. 01/02/24 7:23 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 01/30/24 1:31 pm
Erin Gravelle (erin.gravelle):
Rollback to Initiator
3. 01/30/24 1:47 pm
Megan Feagles (megan.feagles):
Approved for Curriculum Office
4. 01/30/24 4:32 pm
Erin Gravelle (erin.gravelle):
Approved for DTPS Curriculum Committee Outline Review Team

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

beth.doyle@clackamas.edu

Course Prefix NRS - Nursing

Course Number 111

Department Health Sciences

Division Technology, Applied Science and Public
Services (TAPS)

Course Title Foundations of Nursing in Chronic Illness I

Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass No

Audit No Yes

Min Credit 3.00

Variable Credit No

Contact hours

Lecture 33.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 33

Proposed Effective Spring 2024

Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Yes

Course Description

This course introduces assessment and common interventions (including technical procedures) for patients with chronic illnesses common across the life span in multiple ethnic groups. The patient's and family's lived experience of the condition is explored. Clinical practice guidelines and research evidence are used to guide clinical judgments in care of individuals with chronic conditions. Multidisciplinary team roles and responsibilities are explored in the context of delivering safe, high quality health care to individuals with chronic conditions (includes practical and legal aspects of delegation). Cultural, ethical, legal and health care delivery issues are explored through case scenarios and clinical practice. Case exemplars include children with asthma, adolescents with a mood disorder, adults with type 2 diabetes, and older adults with dementia. The course includes classroom and clinical learning experiences.

Type of Course (ACTI Code)

210 - Career Technical Preparatory

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

NRS-110, NRS-110C, and NRS-230

Corequisites

NRS-111C, NRS-231, and NRS-232

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Winter

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

Yes

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	conduct a health assessment that is <u>patient-centered</u> family-centered and both developmentally and culturally <u>sensitive appropriate</u> , appropriate and interpret, and use the resulting health <u>data; a. data, focusing on: a.</u> mental and functional status, ADLs and <u>IADL; †ADLs</u> ; b. coping/adaptive strategies used by <u>patient/family;</u> patient/family ; c. lived experience of chronic illness, including recognition of stigma and its impact on vulnerability and maintaining <u>health;</u> health ; d. impact of <u>the</u> condition on family <u>functioning;</u> functioning, and e. specific lab value interpretation and medication concerns such as polypharmacy;
2	<u>identify</u> provide safe and <u>use safe,</u> effective, <u>developmental,</u> developmentally and <u>patient</u> culturally appropriate care <u>preference interventions for</u> to patients with

	Upon successful completion of this course, students should be able to:
	chronic <u>illness</u> ; a. illness including: a. safely and effectively assisting patients with ADLs & IADLs; and IADLs ; b. identifying and providing for comfort needs (physical and <u>emotional</u>); emotional ; c. teaching patients/families about interventions for managing <u>symptoms</u> ; symptoms such as chronic pain, fatigue ; d. teaching patients about self-assessment and self-management in highly prevalent chronic <u>conditions</u> ; conditions, such as (but not limited to) congestive heart failure, dementia, type 2 diabetes, and depression ; and e. addressing basic questions about prognosis of illness ;
3	<u>develop</u> , develop and implement <u>and evaluate</u> a <u>patient-centered family-centered</u> plan of care for a patient with a chronic illness that incorporates evidence-based intervention strategies ; assessment data, <u>patient care preference, evidence-based intervention strategies, patient developmental/cognitive</u> child and family developmental considerations, and demonstrates a deep understanding of the patient's perspective and illness experience within the framework of exacerbation, trajectory, and plateau;
4	<u>identify the</u> apply ANA Code of Ethics <u>and nursing values</u> in <u>the</u> the care of persons with a chronic <u>illness</u> ; illness or disability ;
5	identify roles and functions of members of the health care team in order to provide care for the chronically <u>ill</u> ; it ;
6	<u>identify and utilize</u> use therapeutic communication skills in the development of therapeutic relationships with patients <u>and their support system</u> ; and families ;
7	recognize potential legal and ethical issues related to patient <u>care</u> autonomy across the <u>lifespan</u> . lifespan in at risk populations .

Major Topic Outline

Characteristics of Chronic Illness

Common interventions in dealing with chronic illness

Chronic illnesses that are common across the life span

Chronic illnesses that are common in Oregon

Influence of ethnicity/culture on chronic illness

Research guided clinical judgment

Legal aspects of delegation

Role of multi-disciplinary team members

Ethical issues related to chronic illness

Health policy for clients suffering with chronic illness

Substance abuse

Children suffering with asthma

[Adults with diabetes](#)

[Dementia in older adults](#) 1.Characteristics of Chronic Illness.2.Common interventions in dealing with chronic illness.3.Chronic illnesses that are common across the life span.4.Chronic illnesses that are common in Oregon.5.Influence of ethnicity/culture on chronic illness.6.Research guided clinical judgment.7.Legal aspects of delegation.8.Role of multi-disciplinary team members.9.Ethical issues related to chronic illness.10.Health policy for clients suffering with chronic illness.11.Substance abuse.12.Children suffering with asthma.13.Adults with diabetes.14.Dementia in older adults:

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Course Transferability

Please attach documentation

Reviewer Comments

Erin Gravelle (erin.gravelle) (01/30/24 1:31 pm): Rollback: Move Learning Outcomes #1 and #2 into SLO's.

Course Change Request

Date Submitted: 01/30/24 1:50 pm

Viewing: **NRS-111C : Foundations of Nursing in Chronic Illness I Clinical**

Last edit: 01/30/24 1:55 pm

Changes proposed by: Virginia Chambers (virginia.chambers)

Catalog Pages
referencing this
course

[Nursing.\(NRS\).](#)

Programs
referencing this
course

[AAS.NURSING: Nursing.\(RN\).](#)

Credits/Hours/Instructional Method Change

In Workflow

1. Curriculum Office
2. DTPS Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Approval Path

1. 01/02/24 7:24 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 01/30/24 1:32 pm
Erin Gravelle (erin.gravelle):
Rollback to Initiator
3. 01/30/24 1:56 pm
Megan Feagles (megan.feagles):
Approved for Curriculum Office
4. 01/30/24 4:32 pm
Erin Gravelle (erin.gravelle):
Approved for DTPS Curriculum Committee Outline Review Team

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

beth.doyle@clackamas.edu

Course Prefix

NRS - Nursing

Course Number

111C

Department

Health Sciences

Division

Technology, Applied Science and Public
Services (TAPS)

Course Title

Foundations of Nursing in Chronic Illness I Clinical

Grading

Grade Scheme

Standard (STND)

Credit Type

Credit Course

Allow Pass/No Pass

Yes

Only Pass/No Pass

Yes

Audit

No

Min Credit

3.00

Variable Credit

No

Contact hours

Lecture

Lec/Lab

Lab

Activity

Clinical

90.00

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 90

Proposed Effective Spring 2024

Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Yes

Course Description

This course introduces assessment and common interventions (including technical procedures) for clients with chronic illnesses common across the life span in major ethnic groups within Oregon. The client's and family's lived experience of the condition is explored. Clinical practice guidelines and research evidence are used to guide clinical judgments in care of individuals with chronic conditions. Multidisciplinary team roles and responsibilities are considered in the context of delivering safe, high quality health care to individuals with chronic conditions (includes practical and legal aspects of delegation). Cultural, ethical, legal and health care delivery issues are explored through case scenarios and clinical practice. Case exemplars include children with asthma, adolescents with a mood disorder, adults with type 2 diabetes, and older adults with dementia. The course includes classroom and clinical learning experiences with simulation experience as part of total clinical hours.

Type of Course (ACTI Code)

210 - Career Technical Preparatory

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

NRS-110, NRS-110C, and NRS-230

Corequisites

NRS-111, NRS-231, and NRS-232

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in
Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Winter

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

Yes

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	<u>conduct a health assessment that is patient-centered and both developmentally and culturally sensitive appropriate, interpret, and use the resulting health data; a. mental and functional status, ADLs and IADLs; b. coping/adaptive strategies used by patient/family; c. lived experience of chronic illness, including recognition of stigma and its impact on vulnerability and maintaining health; d. impact of the condition on family functioning; e. specific lab value interpretation and medication</u>

Upon successful completion of this course, students should be able to:	
	<u>concerns such as polypharmacy;</u> demonstrate age appropriate, culturally sensitive assessments on clients of all ages;
2	<u>identify and use safe, effective, developmental, and patient care preference interventions for patients with chronic illness; a. safely and effectively assisting patients with ADLs & IADLs; b. identifying and providing for comfort needs (physical and emotional); c. teaching patients/families about interventions for managing symptoms; d. teaching patients about self-assessment and self-management in highly prevalent chronic conditions</u> recognize and describe the characteristics of chronicity in relation to illness;
3	<u>develop, implement and evaluate a patient-centered plan of care for a patient with a chronic illness that incorporates assessment data, patient care preference, evidence-based intervention strategies, patient developmental/cognitive considerations, and demonstrates a deep understanding of the patient's perspective and illness experience within the framework of exacerbation, trajectory, and plateau;</u> develop a teaching plan for the family experiencing a normal pregnancy;
4	identify <u>the ANA Code of Ethics and nursing values in the</u> demonstrate interventions relating to the care <u>of persons of clients</u> with <u>a chronic illness;</u> illness;
5	identify <u>roles and functions of members of</u> apply research evidence in guiding clinical judgments in the <u>health care team in order to provide care for</u> of the chronically <u>ill;</u> ill;
6	<u>identify and utilize therapeutic communication skills in the development of therapeutic relationships with patients and their support system;</u> demonstrate reflective thinking about their practice as a nursing student;
7	<u>recognize potential legal and ethical issues related to patient care across the lifespan.</u> recognize the legal aspects of delegation;
8	identify cultural, ethical, health policy and healthcare delivery system issues.

Major Topic Outline

Characteristics of Chronic Illness

Common interventions in dealing with chronic illness

Chronic illnesses that are common across the life span

Chronic illnesses that are common in Oregon

Influence of ethnicity/culture on chronic illness

Research guided clinical judgment

Legal aspects of delegation]

[Role of multi-disciplinary team members](#)

[Ethical issues related to chronic illness](#)

[Health policy for clients suffering with chronic illness](#)

[Substance abuse](#)

[Children suffering with asthma](#)

[Adults with diabetes](#)

[Dementia in older adults](#) 1.Characteristics of Chronic Illness.2.Common interventions in dealing with chronic illness.3.Chronic illnesses that are common across the life span.4.Chronic illnesses that are common in Oregon.5.Influence of ethnicity/culture on chronic illness.6.Research guided clinical judgment.7.Legal aspects of delegation.8.Role of multi-disciplinary team members.9.Ethical issues related to chronic illness.10.Health policy for clients suffering with chronic illness.11.Substance abuse.12.Children suffering with asthma.13.Adults with diabetes.14.Dementia in older adults:

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

Course Transferability

Please attach documentation

Reviewer Comments

Erin Gravelle (erin.gravelle) (01/30/24 1:32 pm): Rollback: Learning Outcomes to SLO's

Course Change Request

Date Submitted: 12/27/23 12:57 pm

Viewing: **NRS-112 : Foundations of Nursing in Acute Care I**

Last edit: 01/02/24 7:24 am

Changes proposed by: Virginia Chambers (virginia.chambers)

Catalog Pages
referencing this
course

[Nursing.\(NRS\).](#)

Programs
referencing this
course

[AAS.NURSING: Nursing.\(RN\).](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

beth.doyle@clackamas.edu

In Workflow

1. Curriculum Office
2. DTPS Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Approval Path

1. 01/02/24 7:24 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 01/30/24 1:33 pm
Erin Gravelle (erin.gravelle):
Approved for DTPS Curriculum Committee Outline Review Team

Course Prefix	NRS - Nursing
Course Number	112
Department	Health Sciences
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	Foundations of Nursing in Acute Care I

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course
Allow Pass/No Pass	No
Audit	No
Min Credit	2.00
Variable Credit	No

Contact hours

Lecture	22.00
Lec/Lab	
Lab	
Activity	
Clinical	
Field	
CWE Seminar	
CPR	
Seminar	
Community Education/Drivers Ed	
Community Education/Adult	

Total 22

Proposed Effective Spring 2024

Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Yes

Course Description

This course introduces the learner to assessment and common interventions (including relevant technical procedures) for care of patients across the lifespan who require acute care, including normal childbirth. Disease/illness trajectories and their translation into clinical practice guidelines and/or standard procedures are considered in relation to their impact on providing culturally sensitive, patient-centered care. Includes classroom and clinical learning experiences.

Type of Course (ACTI Code)

210 - Career Technical Preparatory

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

NRS-111, NRS-111C, NRS 231, and NRS-232

Corequisites

NRS-112C and NRS-233

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in

Print in Schedule

Schedule

Hide course in catalog

No

When do you plan to offer this course?

Spring

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

Yes

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	<u>use developmentally and culturally appropriate knowledge and skills to</u> conduct <u>assessments</u> a culturally and age appropriate health assessment and interpret health data focusing on physiologic, developmental, and behavioral parameters of patients across the lifespan in disease trajectory, normal childbirth, and acute care settings; exacerbations of chronic conditions and their resolution, and the patient response to acute conditions/processes;
2	<u>interpret data, including assessments, patient goals, and knowledge of illness trajectory to plan culturally sensitive, patient-centered care;</u> develop plans of care that are family/patient-centered, developmentally and culturally appropriate, using evidence including clinical practice guidelines and integrative literature reviews to implement care plans safely for patients with common acute conditions/processes:a.manage common symptoms such as acute pain and acute anxiety, b.follow evidence based procedures for performing skills safely, c.use expected illness trajectory, d.monitor progress toward recovery, occurrence of complications and patient's response to interventions;
3	<u>demonstrate safe, evidence-based nursing interventions to manage acute conditions or problems;</u> identify potential legal and ethical issues related to patient decision-making and informed consent in acute care settings;
4	<u>assess patient response to acute interventions;</u> apply ANA Code of Ethics to care of patients with acute conditions/processes;
5	<u>identify relevant clinical practice guidelines and evidence-based literature to guide decision-making in the acute care environment;</u> use therapeutic communication

	Upon successful completion of this course, students should be able to:
	skills in the development of therapeutic relationships with patients and families;
6	in providing care to patients and families with acute conditions/processes; <u>demonstrate professional</u> identify roles and <u>effective communication</u> interact <u>appropriately</u> with <u>patients and</u> members of the health care <u>team.</u> team involved
7	discuss need for delegation of patient care with experienced nurses.

Major Topic Outline

~~1.Characteristics of acutedisease/illness.2.Common interventions in responding to acutedisease/illness.3.Acute illnesses that are common across the lifespan.4.Influence of ethnicity/culture on acutedisease/illness.5.Research-guided clinicaljudgment.6.~~Characteristics
Role of acute disease/illness
Common interventions ~~multi-disciplinary team members~~ in responding relation to acute disease/illness
Acute illnesses that are common across the life span
Influence of ethnicity/culture on acute disease/illness
Research-guided clinical judgment
Role of multi-disciplinary team members in relation to the acutely ill client
Ethical issues related to acute illness
Perioperative Nursing
Maternal-Child Nursing
Cardiovascular, Respiratory, Endocrine, Renal/GU, Neurological, and GI Alterations ~~client.~~
~~7.Ethical issues related to acute illness.8.Perioperative Nursing.9.Maternal-Child Nursing.10.Cardiovascular, Respiratory, Endocrine, Renal/GU, Neurological, and GI Alterations.~~

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Course Transferability

Please attach documentation

Reviewer Comments

Key: 1300

[Preview Bridge](#)

Course Change Request

Date Submitted: 12/27/23 1:00 pm

Viewing: **NRS-112C : Foundations of Nursing in Acute Care I Clinical**

Last edit: 01/02/24 7:25 am

Changes proposed by: Virginia Chambers (virginia.chambers)

Catalog Pages
referencing this
course

[Nursing.\(NRS\).](#)

Programs
referencing this
course

[AAS.NURSING: Nursing.\(RN\).](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

beth.doyle@clackamas.edu

In Workflow

1. Curriculum Office
2. DTPS Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Approval Path

1. 01/02/24 7:25 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 01/30/24 1:34 pm
Erin Gravelle (erin.gravelle):
Approved for DTPS Curriculum Committee Outline Review Team

Course Prefix	NRS - Nursing
Course Number	112C
Department	Health Sciences
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	Foundations of Nursing in Acute Care I Clinical

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course
Allow Pass/No Pass	Yes
Only Pass/No Pass	Yes
Audit	No
Min Credit	4.00
Variable Credit	No

Contact hours

Lecture

Lec/Lab

Lab

Activity

Clinical 120.00

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 120

Proposed Effective Term Spring 2024

Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Yes

Course Description

This course introduces the learner to assessment and common interventions (including relevant technical procedures) for care of patients across the lifespan who require acute care, including natural childbirth. Disease/illness trajectories and their translation into clinical practice guidelines and/or standard procedures are considered in relation to their impact on providing culturally sensitive, client-centered care. Includes classroom and clinical learning experiences.

Type of Course (ACTI Code)

210 - Career Technical Preparatory

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

NRS-111, NRS-111C, NRS 231, and NRS-232

Corequisites

NRS-112 and NRS-233

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in
Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Spring

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

Yes

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	<u>use developmentally and culturally appropriate knowledge and skills to conduct assessments of patients across the lifespan in acute care settings;</u> demonstrate age appropriate, culturally sensitive assessments on clients of all ages;
2	<u>interpret data, including assessments, patient goals, and knowledge of illness trajectory to plan culturally sensitive, patient-centered care;</u> identify the characteristics of acute disease processes;
3	<u>demonstrate safe, evidence-based nursing interventions to manage acute conditions or problems;</u> identify the stages of labor and delivery in a non-complicated child birth;
4	<u>assess patient response to acute interventions;</u> identify interventions relating to the care of clients with acute disease/illness;
5	<u>identify relevant clinical practice guidelines and evidence-based literature to guide decision-making in the acute care environment;</u> use research evidence in guiding clinical judgments in the care of the acutely ill;
6	<u>demonstrate professional</u> identify the role of the nurse and <u>effective communication with patients and</u> other members of the health care <u>team.</u> team in relation to a surgical procedure;

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

7	recognize the acute exacerbation of a chronic illness;
8	demonstrate reflective thinking about their practice as a student nurse;
9	identify cultural, ethical, health policy and healthcare delivery system issues.

Major Topic Outline

~~1.Characteristics of acutedisease/illness.2.Common interventions in responding to acutedisease/illness.3.Acute illnesses that are common across the lifespan.4.Influence of ethnicity/culture on acutedisease/illness.5.Research-guided clinical judgment.6.~~Characteristics
Role of acute disease/illness
Common interventions ~~multi-disciplinary team members~~ in responding relation to acute disease/illness
Acute illnesses that are common across the life span
Influence of ethnicity/culture on acute disease/illness
Research-guided clinical judgment
Role of multi-disciplinary team members in relation to the acutely ill client
Ethical issues related to acute illness
Surgical patients
Childbirth ~~client. 7.Ethical issues related to acute illness.8.Surgical patients.9.Childbirth.~~

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

Course Transferability

Please attach documentation

Reviewer Comments

Key: 1301

[Preview Bridge](#)

Course Change Request

Date Submitted: 12/27/23 1:19 pm

Viewing: **NRS-221 : Chronic Illness II and End of Life**

Last edit: 01/30/24 1:36 pm

Changes proposed by: Virginia Chambers (virginia.chambers)

Catalog Pages
referencing this
course

[Nursing.\(NRS\).](#)

Programs
referencing this
course

[AAS.NURSING: Nursing.\(RN\).](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

beth.doyle@clackamas.edu

In Workflow

1. Curriculum Office
2. DTPS Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Approval Path

1. 01/02/24 7:27 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 01/30/24 1:37 pm
Erin Gravelle (erin.gravelle):
Approved for DTPS Curriculum Committee Outline Review Team

Course Prefix	NRS - Nursing
Course Number	221
Department	Health Sciences
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	Chronic Illness II and End of Life

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course
Allow Pass/No Pass	No
Audit	No
Min Credit	4.00
Variable Credit	No

Contact hours

Lecture	44.00
Lec/Lab	
Lab	
Activity	
Clinical	
Field	
CWE Seminar	
CPR	
Seminar	
Community Education/Drivers Ed	
Community Education/Adult	

Total 44

Proposed Effective Spring 2024

Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Yes

Course Description

~~This course builds on Foundations of Nursing in Chronic Illness:~~ This course builds on NRS-111 and Chronic Illness II expands the student's knowledge related to family care giving, symptom management and ~~and~~ end of life concepts. These concepts are a major focus and basis for nursing interventions with patients and families. Ethical issues related to advocacy, self-determination, and autonomy are explored. Complex skills associated with the assessment and management of concurrent illnesses and conditions are developed within the context of patient and family preferences and needs. Skills related to enhancing communication and collaboration as a member of an interprofessional team and across health care settings are further explored. Exemplars include patients with chronic mental illness and addictions as well as other chronic conditions and disabilities affecting functional status and family relationships. The course includes classroom and clinical learning experiences.

Type of Course (ACTI Code)

210 - Career Technical Preparatory

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

NRS-222 and NRS-222C

Corequisites

NRS-221C

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in

Print in Schedule

Schedule

Hide course in catalog

No

When do you plan to offer this course?

Winter

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

Yes

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	<u>create a comprehensive culturally appropriate plan of care with patients experiencing chronic physical and mental health conditions, and disabilities affecting functional status and including issues impacting family relationships;</u> conduct a health assessment that is in-depth, evidence-based, family-centered, and both developmentally and culturally appropriate, interpret health data, focusing on: a. functional issues associated with complexities of co-morbid conditions in relation to ADL's and IADL's, b. manifestations of psychiatric diagnoses and their impact on patient self-care, c. psychosocial issues and the impact of the illness on individual development and family function, d. the patient's personal, social and cultural interpretation of the meaning of the illness and the impact on the patient's family, e. capacity for and engagement in self-care, f. opportunities for health behavior change;
2	<u>apply</u> applies evidence-based nursing practices in support of <u>patients experiencing chronic physical</u> patient and <u>mental</u> family in self health <u>conditions, and disabilities</u>

	<p style="text-align: center;">Upon successful completion of this course, students should be able to:</p>
	<p><u>affecting functional status to facilitate self-health</u> care management across the <u>lifespan</u>; lifespan to: a.establish meaningful relationships with patients/families; b.support patient and family in development of self-health care management; c.ddress caregiver needs for preparedness and predictability with regards to the management of symptoms/manifestations for specific disorders; d.assess family strengths and resources, caregiver role strain, and capacity to provide care;</p>
3	<p>incorporate measures to enhance quality of life <u>for patients with chronic physical and mental health conditions, and disabilities affecting functional status</u> in the plan of care by: a. <u>describing the etiology, symptoms, experiences, and stigmas of those affected, b. using therapeutic communication, c. facilitating patient centered care that is sensitive to the patient’s personal, social, cultural, and spiritual interpretation of illness and the impact on patient/family;</u> facilitating patient in developing their personal definition of quality of life; b.addressing patient needs for preparedness and predictability;</p>
4	<p>identify <u>appropriate and use</u> community resources to provide support for <u>patients, the patient and family and caregivers.</u> caregiving by: a.supporting the patient in negotiating the health care settings;b.assessing appropriateness of resources in meeting the patient/family needs(e.g.accessibility, financial feasibility, acceptability);c.<u>This may include assistance in navigating health care settings and developing collaborative</u> interprofessional <u>relationships collaboration</u> for the provision of care;</p>
5	<p>communicate with agencies <u>when patients are experiencing transitions of care, promoting involved in patient care to assure</u> continuity <u>by advocating for patients and collaborating with others to provide patient-centered care; of care across</u> settings (e.g. schools, day care, adult foster care, etc.) by:a.negotiating with others to modify care, b.advocating for patients;</p>
6	<p>utilize nursing- and <u>interprofessional-based knowledge</u> inter-professional based-<u>knowledge</u> of death and dying trajectories to support patients/families across the <u>lifespan</u> life-span who are experiencing transitions <u>towards</u> at the end of <u>life by:</u> life: a. describing the epidemiology of <u>dying: dying (where, when, how people die); dying trajectories across the lifespan, b. where, when, how people die, b.</u> using developmentally and culturally appropriate communication with patients and families <u>experiencing serious chronic or end of life illnesses, at EOL;</u> c. <u>incorporating palliative care approaches and symptom management interventions; using appropriate assessment techniques for individuals and families experiencing life threatening illness;</u></p>

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

7 analyze the impact of health care delivery system issues, policy, ~~policy~~ and financing on individual and family health care needs for chronic physical illness and mental health conditions, and end of life care by: a. comparing basic funding mechanisms, b. identifying decision-making issues for chronic care based on funding resources, c. assessing appropriateness of resources in meeting the patient/family needs. ~~needs (e.g. accessibility, financial feasibility, acceptability).~~

Major Topic Outline

~~"1. Concepts of increased complexity in chronic illness. a. Concepts of increased complexity~~

~~Symptom management~~ in chronic illness

Symptom management in chronic illness and end of life

Palliative care

Case/Care management

Chronic mental illness

Substance abuse and addictions

Ethical/legal considerations in chronic care/end of life

Health care systems and financing

Advocacy

Communication

~~Evidence-based best practices of life. b. Palliative care. c. Case/Care management. d. Chronic mental illness. e. Substance abuse and addictions. f. Ethical/legal considerations in chronic care/end of life. g. Health care systems and financing. 2. Advocacy. 3. Communication. 4. Evidence-based best practices, e.g. core measures and National Patient Safety Goals [NPSG]."~~

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

Course Transferability

Please attach documentation

Reviewer Comments

Key: 1302

[Preview Bridge](#)

Course Change Request

Date Submitted: 12/27/23 1:24 pm

Viewing: **NRS-221C : Chronic Illness II and End of Life Clinical**

Last edit: 01/30/24 1:44 pm

Changes proposed by: Virginia Chambers (virginia.chambers)

Catalog Pages
referencing this
course

[Nursing.\(NRS\).](#)

Programs
referencing this
course

[AAS.NURSING: Nursing.\(RN\).](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

beth.doyle@clackamas.edu

In Workflow

1. Curriculum Office
2. DTPS Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Approval Path

1. 01/02/24 7:29 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 01/30/24 1:38 pm
Erin Gravelle (erin.gravelle):
Approved for DTPS Curriculum Committee Outline Review Team

Course Prefix	NRS - Nursing
Course Number	221C
Department	Health Sciences
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	Chronic Illness II and End of Life Clinical

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course
Allow Pass/No Pass	Yes
Only Pass/No Pass	Yes
Audit	No
Min Credit	5.00
Variable Credit	No

Contact hours

Lecture

Lec/Lab

Lab

Activity

Clinical 150.00

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 150

Proposed Effective Spring 2024

Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Yes

Course Description

This course builds on NRS-111 and expands the student's knowledge related to family care giving, symptom management and end of life concepts. These concepts are a major focus and basis for nursing interventions with patients and families. Ethical issues related to advocacy, self determination, and autonomy are explored. Complex skills associated with the assessment and management of concurrent illnesses and conditions are developed within the context of patient and family preferences and needs. Skills related to enhancing communication and collaboration as a member of an interdisciplinary team are further explored. Exemplars include patients with chronic mental illness and addictions as well as other chronic conditions and disabilities affecting functional status and family relationships. The course includes classroom and clinical learning experiences.

Type of Course (ACTI Code)

210 - Career Technical Preparatory

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

NRS-222 and NRS-222C

Corequisites

NRS-221

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in

Print in Schedule

Schedule

Hide course in catalog

No

When do you plan to offer this course?

Winter

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

Yes

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	<u>create a comprehensive culturally appropriate plan of care with patients experiencing chronic physical and mental health conditions, and disabilities affecting functional status and including issues impacting family relationships;</u> identify interventions for symptom management in the care of the chronically ill patient;
2	<u>apply evidence-based nursing practices in support of patients experiencing chronic physical and mental health conditions, and disabilities affecting functional status to facilitate self-health care management across the lifespan;</u> recognize the ethical issues related to advocacy, self-determination and autonomy in regard to care of the chronically ill or dying patient;
3	<u>incorporate measures to enhance quality of life for patients with chronic physical and mental health conditions, and disabilities affecting functional status in the plan of care by: a. describing the etiology, symptoms, experiences, and stigmas of those affected, b. using therapeutic communication, c. facilitating patient centered care</u>

	Upon successful completion of this course, students should be able to:
	<u>that is sensitive to the patient's personal, social, cultural, and spiritual interpretation of illness and the impact on patient/family;</u> demonstrate collaboration with interdisciplinary teams;
4	<u>identify appropriate community resources to provide support for patients, family and caregivers. This may include assistance in navigating health care settings</u> identify the impact of individual and <u>developing collaborative interprofessional relationships for the provision of care; family development/cultural beliefs in relation to the delivery of care to the chronically ill or dying patient;</u>
5	<u>communicate with agencies when patients are experiencing transitions of care, promoting continuity by advocating for patients and collaborating with others to provide patient-centered care;</u> use research evidence in guiding clinical judgments in the care of the chronically ill or dying patient;
6	<u>utilize nursing- and interprofessional-based knowledge of death and dying trajectories to support patients/families across the lifespan who are experiencing transitions towards the end of life by: a. describing the epidemiology of dying: where, when, how people die, b. using developmentally and culturally appropriate communication with patients and families experiencing serious chronic or end of life illnesses, c. incorporating palliative care approaches and symptom management interventions;</u> demonstrate reflective thinking about their own practice as a nursing student.
7	<u>analyze the impact of health care delivery system issues, policy, and financing on individual and family health care needs for chronic physical and mental health conditions, and end of life care by: a. comparing basic funding mechanisms, b. identifying decision-making issues for chronic care based on funding resources, c. assessing appropriateness of resources in meeting the patient/family needs.</u>

Major Topic Outline

Concepts of increased complexity Symptom management in chronic illness

Symptom management in chronic illness and end of life

Palliative care

Case/Care management

Chronic mental illness

Substance abuse and addictions

Ethical/legal considerations in chronic care/end of life

Health care systems and financing

Advocacy

Communication

Evidence-based best practices ~~1.Nursing care of the chronically ill patient.2.Evidence-based~~

~~practice related to family care giving.3.Symptom management.4.Ethical issues related to advocacy, self determination and autonomy.5.Complex skills in the care of the chronically ill or dying patient.6.Effective communication with inter-disciplinary teams.~~

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Course Transferability

Please attach documentation

Reviewer Comments

Course Change Request

Date Submitted: 12/27/23 1:09 pm

Viewing: **NRS-222 : Nursing in Acute Care II & End of Life**

Last edit: 01/02/24 7:30 am

Changes proposed by: Virginia Chambers (virginia.chambers)

Catalog Pages
referencing this
course

[Nursing.\(NRS\).](#)

Programs
referencing this
course

[AAS.NURSING: Nursing.\(RN\).](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

beth.doyle@clackamas.edu

In Workflow

1. Curriculum Office
2. DTPS Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Approval Path

1. 01/02/24 7:30 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 01/30/24 1:40 pm
Erin Gravelle (erin.gravelle):
Approved for DTPS Curriculum Committee Outline Review Team

Course Prefix	NRS - Nursing
Course Number	222
Department	Health Sciences
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	Nursing in Acute Care II & End of Life

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course
Allow Pass/No Pass	No
Audit	No
Min Credit	4.00
Variable Credit	No

Contact hours

Lecture	44.00
Lec/Lab	
Lab	
Activity	
Clinical	
Field	
CWE Seminar	
CPR	
Seminar	
Community Education/Drivers Ed	
Community Education/Adult	

Total 44
Proposed Effective Term Spring 2024

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Course Description

This course builds on [NRS-112, Nursing in Acute Care I](#), focusing on more complex and/or unstable patient care conditions, some of which may result in death. These patient care conditions require strong noticing and rapid decision making skills. Evidence base is used to support appropriate focused assessments, and effective, efficient nursing interventions. Life span and developmental factors, cultural variables, and legal aspects of care frame the ethical decision-making employed in patient choices for treatment or palliative care for disorders with an acute trajectory. Case scenarios incorporate prioritizing care needs, delegation and supervision, and family and patient teaching for either discharge planning or end-of-life care. Exemplars include acute conditions affecting multiple body systems. Includes classroom and clinical learning experiences.

Type of Course (ACTI Code)

210 - Career Technical Preparatory

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

NRS-112, NRS-112C, and NRS-233

Corequisites

NRS-222C

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in
Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

Yes

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	<u>use developmentally and culturally appropriate knowledge and skills to discern assessment data in patients across the lifespan with complex, rapidly changing, or multisystem conditions;</u> conduct evidence-based assessment, using age- and developmentally and culturally appropriate communication skills by: a. monitoring a variety of data and accurately interpreting obvious deviations from expected patterns in increasing complex acute conditions (e.g. co-morbidities, complications, high-risk pregnancies, acute psychosis, life threatening situations, diverse health beliefs); b. recognizing potential problems and rapidly changing physiologic and behavioral situations, c. recognizing pathophysiological changes and symptoms experienced by the patient which are associated with the dying process, d. regularly monitoring patient's level of comfort and ability to manage symptoms and symptom distress; e. assessing family's response to patient's illness, f. recognizing impact of individual development, as well as family development and dynamics on physiologic and behavioral status;
2	<u>synthesize data, including assessments, patient goals, changing clinical status, and knowledge of illness trajectory to plan and prioritize culturally sensitive, patient-centered care;</u> develop and use evidence-based, individualized, developmentally

	Upon successful completion of this course, students should be able to:
	appropriate interventions that are dynamic and based on changing needs of patient and family;
3	<u>demonstrate safe, evidence-based nursing interventions in dynamic situations;</u> collaborate with health care team members to provide comfort and symptom management;
4	<u>revise plan of care based on patient response to acute interventions;</u> develop discharge plans in collaboration with patient, family, health care team members, and service providing agencies;
5	<u>integrate clinical practice guidelines and evidence-based literature in decision-making in the acute care environment;</u> reflect on experiences in caring for patients with acute conditions.
<u>6</u>	<u>distinguish the professional role of the nurse within the healthcare team.</u>

Major Topic Outline

~~1.~~ Concepts of Complex Acute Care Nursing- including the following: Nursing: clinical judgment model; care coordination; communication; symptom management; advocacy; teaching; evidence-based best practices a. Clinical Judgment Model. b. Care coordination. c. communication. d. symptom management. e. advocacy. f. teaching. g. evidence-based best practices. 2. Cardiovascular, Respiratory, Endocrine, Maternal-Child complications, Renal/GU, Neurological, and GI Alterations. 3. Trauma and Multisystem Failure.

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Course Transferability

Please attach documentation

Reviewer Comments

Key: 1304

[Preview Bridge](#)

Course Change Request

Date Submitted: 12/27/23 1:13 pm

Viewing: **NRS-222C : Nursing in Acute Care II & End of Life Clinical**

Last edit: 01/02/24 7:30 am

Changes proposed by: Virginia Chambers (virginia.chambers)

Catalog Pages
referencing this
course

[Nursing.\(NRS\).](#)

Programs
referencing this
course

[AAS.NURSING: Nursing.\(RN\).](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

beth.doyle@clackamas.edu

In Workflow

1. Curriculum Office
2. DTPS Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Approval Path

1. 01/02/24 7:30 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 01/30/24 1:40 pm
Erin Gravelle (erin.gravelle):
Approved for DTPS Curriculum Committee Outline Review Team

Course Prefix	NRS - Nursing
Course Number	222C
Department	Health Sciences
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	Nursing in Acute Care II & End of Life Clinical

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course
Allow Pass/No Pass	Yes
Only Pass/No Pass	Yes
Audit	No
Min Credit	5.00
Variable Credit	No

Contact hours

Lecture	
Lec/Lab	
Lab	
Activity	
Clinical	150.00
Field	
CWE Seminar	
CPR	
Seminar	
Community Education/Drivers Ed	

Community

Education/Adult

Total 150

Proposed Effective Spring 2024

Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Yes

Course Description

This course builds on NRS-112, and focuses on more complex and/or unstable patient care conditions, some of which may result in death. These patient care conditions require strong noticing and rapid decision making skills. Evidence base is used to support appropriate focused assessments, and effective, efficient nursing interventions. Life span and developmental factors, cultural variables, and legal aspects of care frame the ethical decision-making employed in patient choices for treatment or palliative care within the acute care setting. Case scenarios incorporate prioritizing care needs, delegation and supervision, and family and patient teaching for either discharge planning or end-of-life care. Exemplars include acute conditions affecting multiple body systems. Includes classroom and clinical learning experiences.

Type of Course (ACTI Code)

210 - Career Technical Preparatory

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

NRS-112, NRS-112C, and NRS-233

Corequisites

NRS-222

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in

Print in Schedule

Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

Yes

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	<u>use developmentally and culturally appropriate knowledge and skills to discern assessment data in patients across the lifespan with complex, rapidly changing, or multisystem conditions;</u> conduct evidence-based assessment, using age, and developmentally and culturally appropriate communication skills, specifically by: a. monitoring a variety of data and accurately interpreting obvious deviations from expected patterns in increasingly complex acute conditions (e.g. co-morbidities, complications, high-risk pregnancies, acute psychosis, life threatening situations, diverse health beliefs), b. recognizing potential problems and rapidly changing physiologic and behavioral situations, c. recognizing pathophysiological changes and symptoms experienced by the patient which are associated with the dying process, d. regularly monitoring patient's level of comfort and ability to manage symptoms and symptom distress, e. assessing family's response to client's illness, f. recognizing impact of individual development, as well as family development and dynamics on physiologic and behavioral status;

	Upon successful completion of this course, students should be able to:
2	<u>synthesize data, including assessments, patient goals, changing clinical status, and knowledge of illness trajectory to plan and prioritize culturally sensitive, patient-centered care;</u> developing and using evidence-based, individualized, developmentally appropriate interventions that are dynamic and based on changing needs of patient and family;
3	<u>demonstrate safe, evidence-based nursing interventions in dynamic situations;</u> collaborating with health care team members to provide comfort and symptom management;
4	<u>revise plan of care based on patient response to acute interventions;</u> developing discharge plans in collaboration with patient, family and health care team members;
5	<u>integrate clinical practice guidelines and evidence-based literature in decision-making in the acute care environment;</u> reflecting on experiences in caring for patients with acute conditions;
<u>6</u>	<u>distinguish the professional role of the nurse within the healthcare team.</u>

Major Topic Outline

Concepts of Complex Acute Care Nursing- including the following: Nursing, clinical judgment model; care coordination; communication; symptom management; advocacy; teaching; evidence-based best practices ~~1.Nursing care of the acutely ill patient.2.Evidence-based practice related to acute care practices and delivery of care to unstable patients.3.Symptom management.4.Life span, developmental factors, cultural variables and legal aspects of care that frame the ethical decision-making employed in patient choices for treatment or palliative care within the acute care setting.~~

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Course Transferability

Please attach documentation

Reviewer Comments

Key: 1305

[Preview Bridge](#)

Date Submitted: 10/31/23 2:25 pm

Viewing: **NUR-100 : Nursing Assistant I**

Last approved: 06/06/23 5:22 am

Last edit: 12/01/23 7:09 am

Changes proposed by: Virginia Chambers (virginia.chambers)

Catalog Pages
referencing this
course

Programs
referencing this
course

[CC.NAGERONSPEC: Nursing Assistant - Gerontology Specialist](#)
[CC.GERONTOLOGY: Gerontology](#)

Credits/Hours/Instructional Method Change

No

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

Kelley.stipe@clackamas.edu

Course Prefix NUR - Nursing

Course Number 100

Department Health Sciences

Division Technology, Applied Science and Public
Services (TAPS)

Course Title Nursing Assistant I

In Workflow

1. Curriculum Office
2. DTPS Curriculum
Committee Outline
Review Team
3. Curriculum Office
4. Curriculum
Committee
Approval
5. Colleague

Approval Path

1. 10/31/23 2:29 pm
Megan Feagles
(megan.feagles):
Approved for
Curriculum Office
2. 11/28/23 9:39 am
Erin Gravelle
(erin.gravelle):
Approved for DTPS
Curriculum
Committee Outline
Review Team

History

1. Jun 6, 2023 by
Megan Feagles
(megan.feagles)

Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass No

Audit No

Min Credit 6.50

Variable Credit No

Lecture	33.00
Lec/Lab	44.00
Lab	
Activity	
Clinical	
Field	
CWE Seminar	
CPR	
Seminar	
Community Education/Drivers Ed	
Community Education/Adult	
Total	77
Proposed Effective Term	Spring 2024

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Yes

Course Description

Prepares the student to perform routine nursing assistant tasks to clients in sub-acute care settings as well as in the community. Includes didactic and skills lab instruction. Major topics covered include: collaboration with health care team, communication & interpersonal skills, person-centered care, infection control and prevention, safety and emergency procedures, assisting with activities of daily living, mental health and social service needs of clients, technical skills, acquiring observation and reporting skills, documentation of care provided and end-of-life care. [Required: Student Petition.](#)

Type of Course (ACTI Code)

210 - Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

Yes ~~No~~

Show course in Schedule Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Summer/Fall/Winter/Spring

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	identify the role of the NA in the health care setting with emphasizes on the care of the geriatric resident/patient;
2	assume the professional role of the NA student in a structured learning environment and in community settings;
3	demonstrate effective communication skills in the classroom to instructors and fellow students;
4	demonstrate NA skills safely according to established criteria in lab setting;
5	understand rules of conduct for NA as well as ethical and legal aspects of practice;
6	describe human needs and how to integrate knowledge, attitudes and skills to enhance cross-cultural communication to foster respectful interactions with others;
7	demonstrate appropriate use and understanding of Standard or Transmission-based precautions;
8	understand basic nutritional processes and factors affecting eating and nutrition;
9	organize personal care needs and foster optimal independence for the client;
10	describe the care and support given during the time surrounding death.

Major Topic Outline 1. Role of the NA as a member of the health care team. 2. Communication and interpersonal skills. 3. Protecting client's rights, promoting independence and providing holistic care. 4. Infection control and standard precautions. 5. Safety and emergency procedures. 6. Delivery of care to an aging population. 7. Physiological changes that occur to various body systems throughout the lifespan. 8. Activities of daily living. 9. Person-centered care. 10. Collaboration with health care team. 11. Observation and reporting. 12. Principles of documentation. 13. End of life care.

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Percent of Course 0

Course Transferability

Please attach documentation

Reviewer Comments

Key: 1312

[Preview Bridge](#)

Course Change Request

A deleted record cannot be edited

Course Inactivation Proposal

Date Submitted: 01/26/24 11:00 am

Viewing: **CS-289 : Web Server Administration**

Last approved: 11/07/23 5:00 am

Last edit: 01/29/24 5:31 pm

Changes proposed by: Rick Carino (rcarino)

Catalog Pages
referencing this
course

[Computer Science \(CS\).](#)
[Course Descriptions](#)

Justification for this
inactivation request

In Workflow

1. Curriculum Office
2. DASC Dean
3. Curriculum Office
4. Curriculum
Committee
Approval
5. Colleague

Approval Path

1. 01/29/24 5:31 pm
Megan Feagles
(megan.feagles):
Approved for
Curriculum Office
2. 01/30/24 3:49 pm
Sue Goff (sue.goff):
Approved for DASC
Dean

History

1. Nov 7, 2023 by
Megan Feagles
(megan.feagles)

[Course has been removed from CS-CTE programs.](#)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Course Prefix CS - Computer Science

Course Number	Title	Implementation
CS-289	Web Server Administration	2024/SU

Course Number	289
Department	Computer Science
Division	Arts and Sciences
Course Title	Web Server Administration

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course
Allow Pass/No Pass	Yes
Only Pass/No Pass	No
Audit	Yes
Min Credit	4.00
Variable Credit	No

Contact hours

Lecture	22.00
Lec/Lab	44.00
Lab	
Activity	
Clinical	
Field	
CWE Seminar	
CPR	
Seminar	
Community Education/Drivers Ed	
Community Education/Adult	
Total	66

Proposed Effective Summer 2024

Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Course Description

An introduction to Apache httpd and Microsoft Internet Information Server. Topics include: installation, administration, security, and troubleshooting, as well as the http, https, and ftp protocols.

Type of Course (ACTI Code)

210 - Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

CS-240L and CS-240W

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in

Print in Schedule

Schedule

Hide course in catalog

No

When do you plan to offer this course?

Spring

Will this class use library resources?

No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	list major features of Apache 2.0 and Microsoft IIS;
2	install, configure and maintain Apache and Microsoft IIS;
3	identify the security issues involved with administering a web server;
4	manage web applications installed on a web server;
5	identify the issues that affect web server performance.

Major Topic Outline

1. Introduction to HTTP and interactions. 2. Installing Apache httpd on Linux and Microsoft IIS on Windows. 3. Basic Website Configurations, including multi-hosting. 4. Advanced Website Configurations & Extensions. 5. Authentication and Access Control. 6. Secure Transport with HTTPS. 7. Uploading content and Remote Access. 8. Web Scripting and online Database interaction. 9. Logging and Performance optimization.

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Course Transferability

Please attach documentation

Reviewer Comments

Key: 487

[Preview Bridge](#)

Course	Current Hours/Credits	Proposed Hours/Credits
HS-104	11 LECT/1 Credit	22 LECT/2 Credits

Course Change Request

Date Submitted: 11/28/23 12:39 pm

Viewing: **HS-104 : Using Diagnostic Criteria in**

Substance Use ~~Addiction~~ Treatment

Last approved: 11/04/23 4:53 am

Last edit: 11/28/23 12:39 pm

Changes proposed by: Yvonne Smith (yvonnnes)

Catalog Pages
referencing this
course

[Human Services \(HS\)](#)

Programs
referencing this
course

[CC.ALDRUGCOUNSLR: Alcohol & Drug Counselor](#)

Credits/Hours/Instructional Method Change

Yes

In Workflow

1. Curriculum Office
2. DTSP Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Approval Path

1. 11/28/23 12:37 pm
Megan Feagles (megan.feagles):
Rollback to Initiator
2. 11/28/23 12:42 pm
Megan Feagles (megan.feagles):
Approved for Curriculum Office
3. 01/30/24 1:06 pm
Erin Gravelle (erin.gravelle):
Approved for DTSP Curriculum Committee Outline Review Team

History

1. Nov 4, 2023 by
Megan Feagles (megan.feagles)

Reason for proposal

Feedback from students and instructor indicates that too much curriculum is required to fit into only one credit. Curriculum content is required by outside credentialing body (MHACBO).

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix HS - Human Services

Course Number 104

Department Education, Human Services and Criminal Justice

Division Technology, Applied Science and Public Services (TAPS)

Course Title Using Diagnostic Criteria in Substance Use ~~Addiction~~ Treatment

Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit Yes

Min Credit 2.00
~~1.00~~

Variable Credit No

Contact hours

Lecture 22.00
~~11.00~~

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 22 ~~11~~

Proposed Effective Summer 2024

Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Yes

Course Description

This course will present an overview of The American Society of Addiction Medicine (ASAM) Criteria and the Diagnostic and Statistical Manual (DSM) criteria related to addiction and substance use. Students will gain familiarity with the use of the ASAM Criteria to enhance the use of multidimensional assessments to develop patient-centered service plans. Students will also gain knowledge about the use of the DSM Manual to guide diagnosis and treatment of Substance Use Disorders.

Type of Course (ACTI Code)

210 - Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in
Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Summer/Winter ~~Winter~~

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	identify and describe the key components of ASAM's patient placement criteria;
2	differentiate between the general criteria used to guide level of care recommendations;

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

3	identify and compare ASAM's six dimensions of <u>assessment and define medical necessity and crisis during</u> assessment;
4	describe the diagnostic criteria for substance use disorders in the DSM;
5	<u>define and practice biopsychosocial assessments using both ASAM and DSM-5;</u> compare and contrast the use of the ASAM and DSM crieteria when working with clients.
<u>6</u>	<u>develop understanding of cultural responsiveness in addictions treatment;</u>
<u>7</u>	<u>practice clinically appropriate language in documentation.</u>

Major Topic Outline

1. Historical foundations of addiction diagnosis and treatment 2. The ASAM Criteria 3. The DSM criteria for substance use disorders 4. Matching Multidimensional Severity and Level of Function with Intensity of Service 5. Service Planning and Placement 6. Evidence-based practices in substance use treatment 7. "Golden Thread" of assessment, goals, and intervention 8. Levels of care for addiction treatment 9. Ethical dilemmas during screening and assessment

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

Course Transferability

Please attach documentation

Reviewer Comments

Megan Feagles (megan.feagles) (11/28/23 12:37 pm): Rollback: Please provide a reason for the credit change in the "Reason for proposal" box. thanks.

Key: 997

[Preview Bridge](#)

	Implementation
Alcohol & Drug Counselor CPCC	2024/SU

Program Change Request

Date Submitted: 11/28/23 12:30 pm

Viewing: **CC.ALDRUGCOUNSLR : Alcohol & Drug Counselor**

Last approved: 06/05/23 1:17 pm

Last edit: 11/28/23 12:30 pm

Changes proposed by: Yvonne Smith (yvonne)

Catalog Pages Using
this Program

[Alcohol & Drug Counselor, Career Pathway Certificate](#)

Change Type

College Council Review

No

Program Contact Information

Are you the Faculty Contact Person?

Yes

Program Overview

In Workflow

1. Curriculum Office
2. EHCJ Chair
3. DTSP Dean
4. Curriculum Office
5. Curriculum Committee Approval

Approval Path

1. 11/28/23 12:42 pm
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 12/07/23 10:17 am
Dawn Hendricks (dawn.hendricks):
Approved for EHCJ Chair
3. 12/12/23 1:02 pm
Armetta Burney (armetta.burney):
Approved for DTSP Dean

History

1. Oct 6, 2022 by
clmig-kxayasene
2. Jun 5, 2023 by
Megan Feagles (megan.feagles)

Name of Proposed Program

Alcohol & Drug Counselor

Program Code CC.ALDRUGCOUNSLR

Award (CCWD)

Career Pathway Certificate (12-44 credits) (CPCC)

Parent Program

AAS.HUMANSERVGEN

Type of Program Certificate of Completion (CC)
(CCC)

Educational Focus Social Sciences, Human Services and Criminal
Area Justice

Effective Catalog 2024-2025
Edition

Career Area Human Resources

Department Education, Human Services and Criminal
Justice

Division Technology, Applied Science and Public
Services (TAPS)

Other locations (institutions) this Program will be offered

CIP Code 44.0701 - Social Work.

Program Award Information

Program Learning Outcomes (PLOs)

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

demonstrate appropriate interviewing skills in an assessment or treatment setting;
articulate the ethics required for effective work in the substance use field;
recognize the signs of common substance use disorders;
discuss the impact of drug use and misuse on society and the public health.

Program-Level Assessment Plan

Marketing Plan

Proposed Curriculum

HE-163 Body & Drugs I: Introduction to Abuse & Addiction	3
HE-164 Body & Drugs II: Alcohol	3
HS-103 Ethics for Human Service Workers	2
HS-104 Using Diagnostic Criteria in Substance Use Treatment	2
HS-156 Conducting Human Service Interviews	3
HS-211 Infectious Diseases and Harm Reduction	1
HS-216 Group Counseling Skills	3
Total Credits	17

Reviewer

Comments

Megan Feagles (megan.feagles) (01/05/24 11:02 am): Hold for HS-104 credit change

Program	Implementation
Nursing (RN) AAS	2024/SU

Nursing (RN) AAS

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

Current	Proposed
1. practice personal and professional actions that are based on a set of shared core nursing values;	1. base personal and professional actions on a set of shared core nursing values;
2. communicate effectively across health care settings;	2. use reflection, self-analysis, and self-care to develop insight;
3. develop the use of reflection, self-analysis and self-care to deliver culturally appropriate nursing care;	3. engage in intentional learning;
4. utilize techniques in therapeutic communication to practice relationship-centered nursing care;	4. demonstrate leadership in nursing and health care;
5. utilize clinical judgment model to evaluate healthcare scenarios and develop evidence-based nursing plans of care;	5. collaborate as part of a health care team;
6. collaborate as part of a health care team, by demonstrating effective leadership in nursing and health care;	6. practice within, utilize, and contribute to all health care systems;
7. demonstrate understanding of the nurse's role in and contribution to the broader health-care system.	7. practice relationship-centered care;
	8. communicate effectively;
	9. make sound clinical judgments;
	10. locate, evaluate, and use the best available evidence.

Program	Implementation
Medical Billing and Coding CC	2024/SU

Program Change Request

Date Submitted: 11/07/23 6:51 am

Viewing: **CC.MEDBILLCODE : Medical Billing and Coding**

Last approved: 06/05/23 2:01 pm

Last edit: 11/07/23 6:51 am

Changes proposed by: Cindy Garner (cindy.garner)

Catalog Pages Using
this Program

[Medical Billing and Coding, Certificate](#)

Change Type

College Council Review

No

Program Contact Information

Are you the Faculty Contact Person?

Yes

In Workflow

1. Curriculum Office
2. HTHS Chair
3. DTSP Dean
4. Curriculum Committee Approval

Approval Path

1. 11/07/23 7:20 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 12/01/23 3:29 pm
Virginia Chambers (virginia.chambers):
Approved for HTHS Chair
3. 12/05/23 4:00 pm
Armetta Burney (armetta.burney):
Approved for DTSP Dean

History

1. Oct 6, 2022 by
clmig-kxayasene
2. Apr 18, 2023 by
Megan Feagles (megan.feagles)
3. Jun 5, 2023 by
Megan Feagles (megan.feagles)

Program Overview

Name of Proposed Program

Medical Billing and Coding

Program Code CC.MEDBILLCODE

Award (CCWD)

Certificate (36-44 credits) (CC0.)

Type of Program Certificate of Completion (CC)
(CCC)

Educational Focus Health Professions
Area

Effective Catalog 2024-2025
Edition

Career Area Health Services

Department Health Sciences

Division Technology, Applied Science and Public
Services (TAPS)

Other locations (institutions) this Program will be offered

CIP Code 51.0713 - Medical Insurance Coding
Specialist/Coder.

Program Award Information

Program Learning Outcomes (PLOs)

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

- perform medical insurance billing, including producing claims and making changes to claims;
- apply coding and billing guidelines and laws;
- analyze insurance reimbursement forms to ensure insurance companies have paid accurately;
- post payments/adjustments to patient accounts;

explain provider chart notes and code patient visits accurately for billing;
 communicate with providers and patients about billing and coding;
 describe healthcare laws that pertain to medical billing and coding;
 maintain confidentiality and security of patient data.

Program-Level Assessment Plan

Marketing Plan

Proposed Curriculum

Program Requisites

Select one of the following: 4

[BI-120](#) Introduction to Human Anatomy and Physiology

[BI-231](#) Human Anatomy & Physiology I

& [BI-232](#) and Human Anatomy & Physiology II

& [BI-233](#) and Human Anatomy & Physiology III

[MA-110](#) Medical Terminology 4

[WR-121Z](#) ~~Composition I~~ 4

[WR-101](#) Workplace Writing 4

or WR-121Z Composition I

Plan of Study Grid

Winter Term Credits

[MBC-115](#) Insurance Billing and Reimbursement I 4

[MBC-120](#) Introduction to Medical Coding 3

[MBC-135](#) Law and Ethics for Healthcare Professions 3

[MTH-060](#) Algebra I 4

or [MTH-098](#) or College Math Foundations

Credits 14

Spring Term

[BA-131](#) Introduction to Business Computing 4

[MBC-116](#) Insurance Billing and Reimbursement II 4

[MBC-125](#) ICD-10 Coding I 2

[MBC-126](#) CPT/HCPCS Coding I 4

Credits 14

Summer Term

[COMM-218Z](#) Interpersonal Communication 4

[MBC-225](#) ICD-10, CPT and HCPCS Coding II 5

Credits 9

Total Credits 37

All courses must be passed with a C or better

Reviewer
Comments

Key: 125

Course Number	Title	Implementation
HE-202	Introduction to Fitness Technology Careers	2024/SU

A deleted record cannot be edited

Course Inactivation Proposal

Date Submitted: 09/22/23 5:13 pm

Viewing: **HE-202 : Introduction to Fitness Technology Careers**

Last approved: 09/15/23 4:34 am

Last edit: 09/22/23 5:13 pm

Changes proposed by: Tracy Nelson (tracyn)

Catalog Pages [Health \(HE\)](#)
referencing this
course

Justification for this
inactivation request

Many of the entry level careers for the Fitness Specialist Certificate are personal training and working in a gym. We have decided to embed parts of the HE 202 curriculum into our HE 201 class, since the majority of our students are on the personal training path for the certificate program.

Is Topic Shell Course?

Are you the Faculty Contact Person?

Course Prefix	HE - Health
Course Number	202
Department	Health/Physical Education/Athletics
Division	Academic Foundations and Connections (AFAC)
Course Title	Introduction to Fitness Technology Careers

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course
Allow Pass/No Pass	No
Audit	Yes
Min Credit	1.00
Variable Credit	No

Contact hours

In Workflow

1. Curriculum Office
2. DAFC Dean
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Approval Path

1. 10/10/23 8:20 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 10/17/23 10:09 am
Tara Sprehe (taras):
Approved for DAFC Dean

History

1. Sep 15, 2023 by
Megan Feagles (megan.feagles)

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 11

Proposed Effective Term Summer 2024

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Course Description

This course will explore the various careers in the Fitness Industry through lecture and guest speakers currently in the professional field. Students will gain insight to the requirements, expectations, salary range, education requirements, and any additional information related to specific careers.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select one of the following:

Elective Only

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

Prerequisites or Corequisites

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in
Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Not Offered Every Term

Will this class use library resources?

No

Course Certifications

Is this a Related Instruction course?

Yes

Related Instruction
Area

Physical Education/Health/Safety/First Aid

Are you going to seek General Education Certification after course approval?

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	differentiate the various careers in the Fitness Industry;
2	identify an area of interest for a potential career path;
3	apply gained knowledge to develop a career path.

Major Topic Outline 1. Personal Trainer 2. Gym Owner 3. Nutrition and Health Coach 4. Health and Wellness Director. 5. Group X Instructor 6. Strength and Conditioning Coach 7. Athletic Coach

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Course Transferability

Please attach documentation

Reviewer Comments

Program	Implementation
Fitness Specialist CC	2024/SU

Program Change Request

Date Submitted: 09/21/23 8:19 pm

Viewing: CC.FITNESSSPEC ~~CC.FITNESSTECH~~ : Fitness

Specialist Technology

Last approved: 06/05/23 1:56 pm

Last edit: 10/30/23 1:12 pm

Changes proposed by: Tracy Nelson (tracyn)

Catalog Pages Using
this Program

[Fitness Technology, Certificate](#)

Change Type

College Council Review

No

Program Contact Information

Are you the Faculty Contact Person?

Yes

In Workflow

1. Curriculum Office
2. HLPE Chair
3. DAFC Dean
4. Curriculum Committee Approval

Approval Path

1. 09/18/23 11:05 am
Megan Feagles (megan.feagles):
Rollback to Initiator
2. 10/16/23 8:26 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
3. 10/31/23 8:48 am
James Martineau (jmartineau):
Approved for HLPE Chair
4. 12/04/23 9:24 am
Tara Sprehe (taras):
Approved for DAFC Dean

History

1. Oct 6, 2022 by clmig-kxayasene
2. Jan 17, 2023 by Megan Feagles (megan.feagles)
3. Feb 6, 2023 by Megan Feagles

- (megan.feagles)
- 4. Feb 14, 2023 by Megan Feagles (megan.feagles)
- 5. Apr 18, 2023 by Megan Feagles (megan.feagles)
- 6. Jun 5, 2023 by Megan Feagles (megan.feagles)

Program Overview

Name of Proposed Program

Fitness Specialist Technology

Program Code CC.FITNESSSPEC ~~CC.FITNESSTECH~~

Award (CCWD)

Certificate (45-60 credits) (CC1)

Type of Program Certificate of Completion (CC) (CCC)

Educational Focus Health Professions Area

Effective Catalog Edition 2024-2025

Career Area Health Services

Department Health/Physical Education/Athletics

Division Academic Foundations and Connections (AFAC)

Other locations (institutions) this Program will be offered

CIP Code 31.0501 - Health and Physical Education/Fitness, General.

Program Award Information

Program Learning Outcomes (PLOs)

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

- apply advanced interpersonal skills in the areas of leadership, motivation and communication;
- assess and apply advanced exercise principles related to injury prevention, conditioning, resistance training, and functional training;
- analyze nationally recognized standards for fitness and health and be able to communicate the benefits and precautions associated with exercise;
- formulate behavior modification strategies to enhance exercise and health behavior change with clients;
- demonstrate advanced leadership abilities, interpersonal communication skills, organizational and presentation skills and other necessary professional qualities demanded of health and fitness professionals in the workforce.

Program-Level Assessment Plan

Marketing Plan

Proposed Curriculum

Plan of Study Grid

Fall Term		Credits
COMM-218Z	Interpersonal Communication	4
HE-202	Introduction to Fitness Technology Careers	1
FYE-101	First Year Experience Level I	2-3
or HD-121	or College Success	
PE-240	Strength & Conditioning Theory & Techniques	3
WR-101	Workplace Writing	4
or WR-121Z	or Composition I	
Electives		3
	Credits	16-17
Winter Term		
COMM-227	Nonverbal Communication	4
HE-252	First Aid/CPR/AED	3
HPE-295	Health & Fitness for Life	3
Electives		4
	Credits	14
Spring Term		
HE-201	Personal Training	3
HE-223	Sports Nutrition	3
Select one of the following:		4-5

MTH-050	Technical Mathematics I	
MTH-065	Algebra II	
	Higher Level Math or Statistics	
PE-280	Physical Education/CWE	3
Electives		4
	Credits	17-18
	Total Credits	47-49

Electives

BA-101	Introduction to Business	4
BA-123	Leadership & Motivation	3
ECE-235	Safety, Health and Nutrition	3
GRN-182	Aging and the Body	3
HE-163	Body & Drugs I: Introduction to Abuse & Addiction	3
HE-164	Body & Drugs II: Alcohol	3
HE-204	Nutrition & Weight Control	3
HE-207	Introduction to Plant Based Living	3
HE-249	Mental Health	3
HE-250	Personal Health	3
HE-263	Body & Drugs III: Marijuana	3
HE-264	Body & Drugs IV: Other Drugs, Other Addictions	3
PE-185	Physical Education	1
PE-260	Care and Prevention of Athletic Injuries	2
PE-270	Sport and Exercise Psychology	3
PE-294A	Philosophy of Coaching	2
PSY-101	Human Relations	3

Reviewer

Comments

Megan Feagles (megan.feagles) (09/18/23 11:05 am): Rollback: started workflow too soon

Megan Feagles (megan.feagles) (10/24/23 11:10 am): added "or HD-121" to FYE-101 per Jim's request.

	Implementation
EFA, Health Professions	2024/SU

Program Change Request

Date Submitted: 09/22/23 5:19 pm

Viewing: **EFA.HEALTH : EFA, Health Professions**

Last approved: 04/18/23 10:23 am

Last edit: 09/22/23 5:19 pm

Changes proposed by: Megan Feagles (megan.feagles)

Catalog Pages Using
this Program
[Health Professions](#)

Change Type

College Council Review

No

Program Contact Information

Are you the Faculty Contact Person?

Yes

Program Overview

Name of Proposed Program

In Workflow

1. Curriculum Office
2. DTPS Chair
3. DTPS Dean
4. Curriculum Committee Approval

Approval Path

1. 10/16/23 8:26 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 10/17/23 11:04 am
Armetta Burney (armetta.burney):
Approved for DTPS Chair
3. 10/17/23 11:15 am
Armetta Burney (armetta.burney):
Approved for DTPS Dean

History

1. Oct 6, 2022 by
clmig-kxayasene
2. Apr 18, 2023 by
Megan Feagles (megan.feagles)

EFA, Health Professions

Program Code EFA.HEALTH

Award (CCWD)

Educational Focus Area (EFA)

Type of Program Educational Focus Area (EFA)
(CCC)

Educational Focus
Area

Effective Catalog 2024-2025
Edition

Career Area [Health Services](#)

Department Technology, Applied Science and Public
Services

Division Technology, Applied Science and Public
Services (TAPS)

Other locations (institutions) this Program will be offered

CIP Code 24.0102 - General Studies.

Program Award Information

Program Learning Outcomes (PLOs)

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

[BI-120](#) Introduction to Human Anatomy and Physiology 4

[FYE-101](#) First Year Experience Level I 2

~~[HE-202](#) Introduction to Fitness Technology Careers 1-2~~

~~or [MA-100](#) Introduction to Medical Assisting~~

[MA-100](#) [Introduction to Medical Assisting](#) 2

[MA-110](#) Medical Terminology 4

[WR-1217](#) Composition I 4

All courses must be passed with a C or better

Program-Level Assessment Plan

Marketing Plan

Proposed Curriculum

<u>BI-120</u>	Introduction to Human Anatomy and Physiology	4
<u>FYE-101</u>	First Year Experience Level I	2
HE-202	Introduction to Fitness Technology Careers	1-2
or MA-100	Introduction to Medical Assisting	
<u>MA-100</u>	<u>Introduction to Medical Assisting</u>	<u>2</u>
<u>MA-110</u>	Medical Terminology	4
<u>WR-121Z</u>	Composition I	4

All courses must be passed with a C or better

Reviewer

Comments

Megan Feagles (megan.feagles) (09/25/23 7:19 am): HE-202 will be inactive starting 2024-2025

Program	Implementation
AA Degree, Oregon Transfer	2024/SU
AS, Oregon Transfer, Computer Science	2024/SU

Program Change Request

Date Submitted: 09/22/23 5:17 pm

Viewing: **AA.OREGONTRANSFER : Associate of Arts Oregon Transfer (AAOT)**

Last approved: 04/18/23 9:24 am

Last edit: 12/01/23 10:34 am

Changes proposed by: Megan Feagles (megan.feagles)

Catalog Pages Using
this Program

[Associate of Arts Oregon Transfer \(AAOT\)](#)

No Longer Offered 2024-2025

Rationale for

Change Type

College Council Review

No

Program Contact Information

Are you the Faculty Contact Person?

Yes

Faculty Contact Email

In Workflow

1. Curriculum Office
2. DASC Chair
3. DASC Dean
4. Curriculum Committee Approval

Approval Path

1. 10/16/23 8:25 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 10/16/23 10:19 am
Sue Goff (sue.goff):
Approved for DASC Chair
3. 10/16/23 10:20 am
Sue Goff (sue.goff):
Approved for DASC Dean

History

1. Oct 6, 2022 by
clmig-kxayasene
2. Jan 5, 2023 by
Megan Feagles (megan.feagles)
3. Jan 5, 2023 by
Megan Feagles (megan.feagles)
4. Jan 5, 2023 by
Megan Feagles (megan.feagles)

5. Jan 24, 2023 by Megan Feagles (megan.feagles)
6. Jan 25, 2023 by Megan Feagles (megan.feagles)
7. Apr 18, 2023 by Megan Feagles (megan.feagles)

Program Overview

Name of Proposed Program

Associate of Arts Oregon Transfer (AAOT)

Program Code AA.OREGONTRANSFER

Award (CCWD)

Associate of Arts Oregon Transfer (90-108 credits) (AAOT)

Parent Program

Type of Program Associate of Arts (AA)
(CCC)

Educational Focus
Area

Effective Catalog 2024-2025
Edition

Student Estimate

Career Area Arts, Information, and Communications

Department Arts and Sciences

Division Arts and Sciences

Other locations (institutions) this Program will be offered

CIP Code 24.0101 - Liberal Arts and Sciences/Liberal
Studies.

Program Description

Labor Market

Labor Market Need

Labor Market Attachment

Target Population

Target Population

Program Award Information

Program Learning Outcomes (PLOs)

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

interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life;

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

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

use appropriate mathematics to solve problems;

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.

gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;

apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner;

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

apply analytical skills to social phenomena in order to understand human behavior;

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

engage in ethical communication processes that accomplish goals;

respond to the needs of diverse audiences and contexts;

build and manage relationships.

read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences;

locate, evaluate, and ethically utilize information to communicate effectively;

demonstrate appropriate reasoning in response to complex issues.

formulate a problem statement;

determine the nature and extent of the information needed to address the problem;

access relevant information effectively and efficiently;

evaluate information and its source critically;

understand many of the economic, legal, and social issues surrounding the use of information.

Related Inet

Computat

Communic

Human Re

Health/PF

Program-Level Assesment Plan

Assesment Plan Details

Attach Additional Information

Marketing Plan

Marketing Plan Details

Attach Additional Information

Will there be revenues associated with the new program?

Describe revenues associated

Do new courses need to be created for this new program?

New Courses

Are new sections of exisiting courses needed to support this new program?

Additional Sections

Additional faculty needed?

Additional Faculty

New Physical facilities and equipment needed?

Please explain the need for new physical facilities and equipment will be allocated to meet the needs of the new program

Please explain how the current physical facilities and equipment will be allocated to meet the needs of the new program

New Student Services needed?

Please explain the need for new or expanded student services to meet the needs of the new program.

Please explain how the current Student Services will accommodate the needs of the new program

Other expenses?

Describe other expenses

Financial Assistance Options Sought for and/or Approved for the Program

Federal Financial Aid Options

Describe

Workforce Investment Act – Individual Training Account

Describe

Veterans Benefits

Describe

State of Oregon Financial Aid

Describe

College Financial Aid

Program Approval Standards

Standard A: Need - The community college provides clear evidence of the need for the program.

Standard B: Collaboration - The community college utilizes systemic methods for meaningful and ongoing involvement of the appropriate constituencies.

Standard C: Alignment - The program is aligned with appropriate education, workforce development, and economic development activities.

Proposed Curriculum

Complete 90 credits from the following:

Foundational Skills

Writing

8 Credits

Information literacy will be included in the Writing Requirement

[WR-121Z](#) Composition I 4

[WR-122Z](#) Composition II 4

or [WR-227Z](#) Technical Writing

Oral Communication

1 Course

[COMM-111Z](#) Public Speaking 4

Mathematics

1 Course

[MTH-105Z](#) Math in Society 4

[MTH-111Z](#) Precalculus I: Functions 4

[MTH-112Z](#) Precalculus II: Trigonometry 4

[MTH-211](#) Fundamentals of Elementary Math I 4

[MTH-212](#) Fundamentals of Elementary Math II 4

[MTH-213](#) Fundamentals of Elementary Math III 4

[MTH-244](#) Statistics II 4

[MTH-251](#) Calculus I 5

[MTH-252](#) Calculus II 5

MTH-253 Calculus III	5
MTH-254 Vector Calculus	5
MTH-256 Differential Equations	4
MTH-261 Linear Algebra	4
STAT-243Z Elementary Statistics I	4

Health & Physical Education

At least 3 credits

[HE-163](#) Body & Drugs I: Introduction to Abuse & Addiction 3

[HE-164](#) Body & Drugs II: Alcohol 3

[HE-201](#) Personal Training 3

[HE-202](#) ~~Introduction to Fitness Technology Careers~~ ~~1~~

[HE-204](#) Nutrition & Weight Control 3

[HE-207](#) Introduction to Plant Based Living 3

[HE-223](#) Sports Nutrition 3

[HE-249](#) Mental Health 3

[HE-250](#) Personal Health 3

[HE-252](#) First Aid/CPR/AED 3

[HE-261](#) Community CPR 1

[HE-263](#) Body & Drugs III: Marijuana 3

[HE-264](#) Body & Drugs IV: Other Drugs, Other Addictions 3

[HPE-295](#) Health & Fitness for Life 3

[HPE-296](#) Health and Fitness for Criminal Justice 3

[PE-185](#) Physical Education 1

[PE-194](#) Professional Activities 1

[PE-240](#) Strength & Conditioning Theory & Techniques 3

[PE-260](#) Care and Prevention of Athletic Injuries 2

[PE-270](#) Sport and Exercise Psychology 3

[PE-294](#) Professional Activities 1

[PE-294A](#) Philosophy of Coaching 2

General Education Distribution Areas

Arts & Letters

3 courses from 2 or more disciplines

Each course must be at least 3 credits

Arts & Letters Course List

ART-101 Art Appreciation	3
ART-115 Basic Design: 2-Dimensional Design	4
ART-117 Basic Design: 3-Dimensional Composition	4

<u>ART-131</u>	Introduction to Drawing	4
<u>ART-204</u>	History of Art/Ancient Through Medieval	4
<u>ART-205</u>	History of Art/Romanesque Through Baroque	4
<u>ART-206</u>	History of Art/Enlightenment Through Contemporary	4
<u>ART-232</u>	Life Drawing (Figure Emphasis)	4
<u>ART-233</u>	Drawing for Comics	4
<u>ART-250</u>	Ceramics/Beginning	4
<u>ART-251</u>	Ceramics/Hand-Building I	4
<u>ART-252</u>	Ceramics/Wheel-Throwing I	4
<u>ART-253</u>	Ceramics/Intermediate	4
<u>ART-254</u>	Ceramics/Hand-Building II	4
<u>ART-255</u>	Ceramics/Wheel-Throwing II	4
<u>ART-257</u>	Metalsmithing/Jewelry	4
<u>ART-281</u>	Painting: Still Life/Beginning	4
<u>ART-282</u>	Painting: The Figure/Beginning	4
<u>ART-283</u>	Painting: Landscapes/Beginning	4
<u>ART-284</u>	Painting: Still Life/Intermediate	4
<u>ART-285</u>	Painting: The Figure/Intermediate	4
<u>ART-286</u>	Painting: Landscapes/Intermediate	4
<u>ART-291</u>	Sculpture	4
<u>ART-292</u>	Sculpture (Figure Emphasis)	4
<u>ART-293</u>	Sculpture (Metal Emphasis)	4
<u>ASL-201</u>	Second-Year American Sign Language I	4
<u>ASL-202</u>	Second-Year American Sign Language II	4
<u>ASL-203</u>	Second-Year American Sign Language III	4
<u>COMM-112</u>	Persuasive Speaking	4
<u>COMM-126</u>	Introduction to Gender Communication	4
<u>COMM-140</u>	Introduction to Intercultural Communication	4
<u>COMM-212</u>	Mass Media & Society	4
<u>COMM-218Z</u>	Interpersonal Communication	4
<u>COMM-219</u>	Small Group Discussion	4
<u>COMM-227</u>	Nonverbal Communication	4
<u>ENG-104</u>	Introduction to Literature: Fiction	4
<u>ENG-105</u>	Introduction to Literature: Drama	4
<u>ENG-106</u>	Introduction to Literature: Poetry	4
<u>ENG-107</u>	World Literature: Ancient Through Classical Times	4
<u>ENG-108</u>	World Literature: Early Middle Ages through the 18th Century	4
<u>ENG-109</u>	World Literature: The 19th through 21st Centuries	4
<u>ENG-116</u>	Introduction to Literature: Comics	4
<u>ENG-121</u>	Mystery Fiction	4
<u>ENG-130</u>	Leadership in Literature	4
<u>ENG-194</u>	Introduction to Film	4

<u>ENG-195</u>	American Film	4
<u>ENG-201</u>	Shakespeare	4
<u>ENG-202</u>	Shakespeare	4
<u>ENG-204</u>	British Literature: Ancient to Enlightenment	4
<u>ENG-205</u>	British Literature: Romantic to Contemporary	4
<u>ENG-213</u>	U.S. Latinx Literature	4
<u>ENG-218</u>	Arthurian Literature	4
<u>ENG-226</u>	Popular Literature	4
<u>ENG-240</u>	Native American Mythology	4
<u>ENG-241</u>	Norse Mythology	4
<u>ENG-243</u>	African Mythology	4
<u>ENG-250</u>	Greek Mythology	4
<u>ENG-251</u>	Celtic Mythology	4
<u>ENG-252</u>	Hindu Mythology	4
<u>ENG-253</u>	American Literature: Pre-Columbian to Civil War	4
<u>ENG-254</u>	American Literature: 1865 to Present	4
<u>ENG-255</u>	American Literature: Topics in American Literature	4
<u>ENG-260</u>	Introduction to Women Writers	4
<u>ENG-261</u>	Literature of Science Fiction	4
<u>ENG-270</u>	Introduction to Literary Criticism	4
<u>ENG-271</u>	World Literature: Ancient Through Classical Times	4
<u>ENG-272</u>	World Literature: Early Middle Ages through the 18th Century	4
<u>ENG-273</u>	World Literature: the 19th Through 21st Centuries	4
<u>ENG-295</u>	Revolutionary Film	4
<u>ENG-296</u>	Adaptation: Literature Into Film	4
<u>FR-201</u>	Second-Year French I	4
<u>FR-202</u>	Second-Year French II	4
<u>FR-203</u>	Second-Year French III	4
<u>HUM-235</u>	Perspectives on Terrorism	4
<u>HUM-237</u>	Perspectives on Democracy and Dialogue	4
<u>HUM-240</u>	American Military Conflict: Wars of National Identity	4
<u>HUM-241</u>	American Military Conflict: Global War	4
<u>HUM-242</u>	American Military Conflict: Asymmetric Warfare	4
<u>J-211</u>	Mass Media & Society	4
<u>J-216</u>	Writing for Media	4
<u>MUS-105</u>	Music Appreciation	3
<u>MUS-111</u>	Music Theory I	3
<u>MUS-112</u>	Music Theory I	3
<u>MUS-113</u>	Music Theory I	3
<u>MUS-205</u>	Music Literature: History of Jazz	4
<u>MUS-206</u>	Music Literature: History of Rock	4
<u>MUS-211</u>	Music Theory II	3

<u>MUS-212</u>	Music Theory II	3
<u>MUS-213</u>	Music Theory II	3
<u>PHL-101</u>	Philosophical Problems	4
<u>PHL-102</u>	Ethics	4
<u>PHL-103</u>	Critical Reasoning	4
<u>PHL-205</u>	Moral Issues	4
<u>PHL-210</u>	Philosophy of Religion	4
<u>PHL-213</u>	Asian Philosophy	4
<u>PHL-216</u>	Ancient Philosophy	4
<u>R-101</u>	Judaism and Foundations of Religion	4
<u>R-102</u>	Christianity and Islam	4
<u>R-103</u>	Asian Religions	4
<u>R-204</u>	History of Christianity	4
<u>R-210</u>	World Religions	4
<u>R-211</u>	History of the Old Testament	4
<u>R-212</u>	History of the New Testament	4
<u>SPN-201</u>	Second-Year Spanish I	4
<u>SPN-202</u>	Second-Year Spanish II	4
<u>SPN-203</u>	Second-Year Spanish III	4
<u>SSC-237</u>	Perspectives on Democracy and Dialogue	4
<u>TA-101</u>	Appreciation of Theatre	4
<u>TA-102</u>	Appreciation of Theatre	4
<u>TA-103</u>	Appreciation of Theatre	4
<u>TA-111</u>	Fundamentals of Technical Theatre	4
<u>TA-122</u>	Costuming II	3
<u>TA-123</u>	Costuming III	3
<u>TA-141</u>	Acting I	4
<u>TA-142</u>	Acting II	4
<u>TA-143</u>	Acting III	4
<u>TA-153</u>	Theatre Rehearsal & Performance	1-3
<u>WR-240</u>	Creative Nonfiction Writing I	4
<u>WR-241</u>	Fiction Writing I	4
<u>WR-242</u>	Poetry Writing I	4
<u>WR-243</u>	Playwriting I	4
<u>WR-244</u>	Fiction Writing II	4
<u>WR-245</u>	Poetry Writing II	4
<u>WR-247</u>	Playwriting II	4
<u>WR-248</u>	Bookmaking: Design and Layout	4
<u>WR-262</u>	Introduction to Screenwriting	4
<u>WR-263</u>	Screenwriting II	4
<u>WR-265</u>	Digital Storytelling	4
<u>WR-270</u>	Creative Nonfiction Writing II: Food Writing	4

Social Science

4 courses from 2 or more disciplines

Each course must be at least 3 credits

Social Science Course List

<u>ANT-101</u>	Physical Anthropology	4
<u>ANT-102</u>	Archaeology & Prehistory	4
<u>ANT-103</u>	Cultural Anthropology	4
<u>ANT-232</u>	Native Americans of North America	4
<u>CJA-101</u>	Criminology	4
<u>CJA-201</u>	Juvenile Delinquency	4
<u>EC-201</u>	Principles of Economics: Micro	4
<u>EC-202</u>	Principles of Economics: Macro	4
<u>GEO-100</u>	Introduction to Physical Geography	4
<u>GEO-110</u>	Cultural & Human Geography	4
<u>GEO-130</u>	Introduction to Environmental Geography	4
<u>GEO-208</u>	Geography of the United States & Canada	4
<u>HE-163</u>	Body & Drugs I: Introduction to Abuse & Addiction	3
<u>HE-164</u>	Body & Drugs II: Alcohol	3
<u>HST-101</u>	History of Western Civilization	4
<u>HST-102</u>	History of Western Civilization	4
<u>HST-103</u>	History of Western Civilization	4
<u>HST-130</u>	Oddballs and Outcasts in Western Civilization	4
<u>HST-131</u>	History of Crime & Punishment in Western Civilization	4
<u>HST-132</u>	History of Language and the Written Word in Western Civilization	4
<u>HST-136</u>	History of Popular Culture, Entertainment & Sports in Western Civilization	4
<u>HST-137</u>	History of Science, Medicine, & Technology in Western Civilization	4
<u>HST-138</u>	History of Love, Marriage and the Family In Western Civilization	4
<u>HST-201</u>	History of the United States	4
<u>HST-202</u>	History of the United States	4
<u>HST-203</u>	History of the United States	4
<u>HUM-237</u>	Perspectives on Democracy and Dialogue	4
<u>PS-200</u>	Introduction to Political Science	4
<u>PS-201</u>	American Government and Politics	4
<u>PS-203</u>	State and Local Governments	4
<u>PS-204</u>	Introduction to Comparative Politics	4
<u>PS-205</u>	International Relations	4
<u>PS-225</u>	Introduction to Political Ideologies	4
<u>PS-297</u>	Introduction to Environmental Politics	4
<u>PSY-200</u>	Introduction to Psychology: Part 1	4

<u>PSY-205</u>	Introduction to Psychology: Part 2	4
<u>PSY-215</u>	Introduction to Developmental Psychology	4
<u>PSY-219</u>	Introduction to Abnormal Psychology	4
<u>PSY-231</u>	Introduction to Human Sexuality	4
<u>SOC-204</u>	Introduction to Sociology	4
<u>SOC-205</u>	Social Stratification & Social Systems	4
<u>SOC-206</u>	Institutions & Social Change	4
<u>SOC-210</u>	Marriage, Family, & Intimate Relations	4
<u>SOC-225</u>	Social Problems	4
<u>SSC-235</u>	Perspectives on Terrorism	4
<u>SSC-237</u>	Perspectives on Democracy and Dialogue	4
<u>SSC-240</u>	American Military Conflict: Wars of National Identity	4
<u>SSC-241</u>	American Military Conflict: Global War	4
<u>SSC-242</u>	American Military Conflict: Asymmetric Warfare	4
<u>WS-101</u>	Introduction to Women's Studies	4

Science/Math/Computer Science

4 courses from at least 2 disciplines including at least 3 laboratory courses in biological and/or physical science
Each course must be at least 3 credits

Science/Math/Computer Science Course List

<u>ASC-175</u>	Integrated Science Inquiry	4
<u>ASC-176</u>	Integrated Science Inquiry	4
<u>ASC-177</u>	Integrated Science Inquiry	4
<u>BI-101</u>	General Biology; Cellular Biology	4
<u>BI-102</u>	General Biology; Animal Systems	4
<u>BI-103</u>	General Biology; Plants & The Ecosystem	4
<u>BI-112</u>	General Biology for Health Sciences	4
<u>BI-160</u>	Bird Identification & Taxonomy	3
<u>BI-160L</u>	Bird Identification & Taxonomy with Lab	4
<u>BI-165C</u>	Natural History of the Oregon Coast	3
<u>BI-165CL</u>	Natural History of the Oregon Coast with Lab	4
<u>BI-165D</u>	Natural History of the Western Deserts	4
<u>BI-175</u>	Integrated Science Inquiry	4
<u>BI-176</u>	Integrated Science Inquiry	4
<u>BI-177</u>	Integrated Science Inquiry	4
<u>BI-204</u>	Elementary Microbiology	4
<u>BI-211</u>	General Biology for Science Majors (Cellular Biology)	5
<u>BI-212</u>	General Biology for Science Majors (Animal Biology)	5
<u>BI-213</u>	General Biology for Science Majors (Plant Biology & Ecology)	5
<u>BI-231</u>	Human Anatomy & Physiology I	4
<u>BI-232</u>	Human Anatomy & Physiology II	4

<u>BI-233</u>	Human Anatomy & Physiology III	4
<u>BI-234</u>	Introductory Microbiology	4
<u>CH-104</u>	Introductory Chemistry	5
<u>CH-105</u>	Introductory Chemistry	5
<u>CH-106</u>	Introductory Chemistry	5
<u>CH-112</u>	Chemistry for Health Sciences	4
<u>CH-114</u>	Chemistry in Art	4
<u>CH-221</u>	General Chemistry	5
<u>CH-222</u>	General Chemistry	5
<u>CH-223</u>	General Chemistry	5
<u>ESR-171</u>	Introduction to Environmental Science	4
<u>ESR-172</u>	Introduction to Climate Change	4
<u>ESR-173</u>	Introduction to Sustainability	4
<u>G-101</u>	General Geology	4
<u>G-102</u>	General Geology	4
<u>G-103</u>	General Geology	4
<u>G-148</u>	Volcanoes & Earthquakes	4
<u>G-201</u>	General Geology	4
<u>G-202</u>	General Geology	4
<u>G-203</u>	General Geology	4
<u>GS-104</u>	Earth System Science	4
<u>GS-105</u>	Earth System Science	4
<u>GS-106</u>	Earth System Science	4
<u>GS-107</u>	Astronomy	4
<u>MTH-105Z</u>	Math in Society	4
<u>MTH-111Z</u>	Precalculus I: Functions	4
<u>MTH-112Z</u>	Precalculus II: Trigonometry	4
<u>MTH-211</u>	Fundamentals of Elementary Math I	4
<u>MTH-212</u>	Fundamentals of Elementary Math II	4
<u>MTH-213</u>	Fundamentals of Elementary Math III	4
<u>MTH-244</u>	Statistics II	4
<u>MTH-251</u>	Calculus I	5
<u>MTH-252</u>	Calculus II	5
<u>MTH-253</u>	Calculus III	5
<u>MTH-254</u>	Vector Calculus	5
<u>MTH-256</u>	Differential Equations	4
<u>MTH-261</u>	Linear Algebra	4
<u>PH-121</u>	Astronomy	4
<u>PH-122</u>	General Astronomy	4
<u>PH-123</u>	General Astronomy	4
<u>PH-201</u>	General Physics	5
<u>PH-202</u>	General Physics	5

PH-203	General Physics	5
PH-211	General Physics With Calculus	5
PH-212	General Physics With Calculus	5
PH-213	General Physics With Calculus	5
STAT-243Z	Elementary Statistics I	4
Z-201	General Zoology	4
Z-202	General Zoology	4
Z-203	General Zoology	4

Cultural Literacy

1 Course

Cultural Literacy Course List

ANT-102	Archaeology & Prehistory	4
ANT-103	Cultural Anthropology	4
ANT-232	Native Americans of North America	4
ART-204	History of Art/Ancient Through Medieval	4
ART-205	History of Art/Romanesque Through Baroque	4
ART-206	History of Art/Enlightenment Through Contemporary	4
ASL-201	Second-Year American Sign Language I	4
ASL-202	Second-Year American Sign Language II	4
ASL-203	Second-Year American Sign Language III	4
COMM-126	Introduction to Gender Communication	4
COMM-140	Introduction to Intercultural Communication	4
COMM-218Z	Interpersonal Communication	4
COMM-219	Small Group Discussion	4
ENG-107	World Literature: Ancient Through Classical Times	4
ENG-108	World Literature: Early Middle Ages through the 18th Century	4
ENG-109	World Literature: The 19th through 21st Centuries	4
ENG-213	U.S. Latinx Literature	4
ENG-240	Native American Mythology	4
ENG-241	Norse Mythology	4
ENG-243	African Mythology	4
ENG-250	Greek Mythology	4
ENG-251	Celtic Mythology	4
ENG-252	Hindu Mythology	4
ENG-261	Literature of Science Fiction	4
ENG-271	World Literature: Ancient Through Classical Times	4
ENG-272	World Literature: Early Middle Ages through the 18th Century	4
ENG-273	World Literature: the 19th Through 21st Centuries	4
ENG-295	Revolutionary Film	4
FR-201	Second-Year French I	4

<u>FR-202</u>	Second-Year French II	4
<u>FR-203</u>	Second-Year French III	4
<u>GEO-100</u>	Introduction to Physical Geography	4
<u>GEO-110</u>	Cultural & Human Geography	4
<u>GEO-130</u>	Introduction to Environmental Geography	4
<u>GEO-208</u>	Geography of the United States & Canada	4
<u>HST-101</u>	History of Western Civilization	4
<u>HST-102</u>	History of Western Civilization	4
<u>HST-103</u>	History of Western Civilization	4
<u>HST-130</u>	Oddballs and Outcasts in Western Civilization	4
<u>HST-131</u>	History of Crime & Punishment in Western Civilization	4
<u>HST-132</u>	History of Language and the Written Word in Western Civilization	4
<u>HST-136</u>	History of Popular Culture, Entertainment & Sports in Western Civilization	4
<u>HST-137</u>	History of Science, Medicine, & Technology in Western Civilization	4
<u>HST-138</u>	History of Love, Marriage and the Family In Western Civilization	4
<u>HST-201</u>	History of the United States	4
<u>HST-202</u>	History of the United States	4
<u>HST-203</u>	History of the United States	4
<u>HUM-235</u>	Perspectives on Terrorism	4
<u>HUM-237</u>	Perspectives on Democracy and Dialogue	4
<u>HUM-240</u>	American Military Conflict: Wars of National Identity	4
<u>HUM-241</u>	American Military Conflict: Global War	4
<u>HUM-242</u>	American Military Conflict: Asymmetric Warfare	4
<u>MUS-206</u>	Music Literature: History of Rock	4
<u>PHL-101</u>	Philosophical Problems	4
<u>PHL-102</u>	Ethics	4
<u>PHL-103</u>	Critical Reasoning	4
<u>PHL-205</u>	Moral Issues	4
<u>PHL-210</u>	Philosophy of Religion	4
<u>PHL-213</u>	Asian Philosophy	4
<u>PHL-216</u>	Ancient Philosophy	4
<u>PS-200</u>	Introduction to Political Science	4
<u>PSY-205</u>	Introduction to Psychology: Part 2	4
<u>PSY-219</u>	Introduction to Abnormal Psychology	4
<u>PSY-231</u>	Introduction to Human Sexuality	4
<u>R-101</u>	Judaism and Foundations of Religion	4
<u>R-102</u>	Christianity and Islam	4
<u>R-103</u>	Asian Religions	4
<u>R-204</u>	History of Christianity	4
<u>R-210</u>	World Religions	4
<u>R-211</u>	History of the Old Testament	4
<u>R-212</u>	History of the New Testament	4

SOC-204	Introduction to Sociology	4
SOC-205	Social Stratification & Social Systems	4
SOC-206	Institutions & Social Change	4
SOC-210	Marriage, Family, & Intimate Relations	4
SOC-225	Social Problems	4
SPN-201	Second-Year Spanish I	4
SPN-202	Second-Year Spanish II	4
SPN-203	Second-Year Spanish III	4
SSC-235	Perspectives on Terrorism	4
SSC-237	Perspectives on Democracy and Dialogue	4
SSC-240	American Military Conflict: Wars of National Identity	4
SSC-241	American Military Conflict: Global War	4
SSC-242	American Military Conflict: Asymmetric Warfare	4
WR-241	Fiction Writing I	4
WR-244	Fiction Writing II	4
WS-101	Introduction to Women's Studies	4

Other Requirements

Elective Courses

Any college-level course that would bring total credits to 90 credits

Other courses numbered 100 or above may be used in this area, which may include up to 12 credits of career technical courses

Please refer to the [Elective Course List](#) for courses that may be included

Notes

All courses must be passed with a C or better

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

Reviewer

Comments

Megan Feagles (megan.feagles) (09/25/23 7:18 am): HE-202 will be inactive starting 2024-2025

Megan Feagles (megan.feagles) (12/01/23 10:34 am): HUM-240, HUM-241, HUM-242, SSC-240, SSC-241, SSC-242 inactive starting 2024.

Program Change Request

Date Submitted: 09/22/23 5:20 pm

Viewing: **AS.OTCOMPSCIENCE : Computer Science (ASOT)**

Last approved: 04/18/23 9:30 am

Last edit: 12/01/23 10:33 am

Changes proposed by: Megan Feagles (megan.feagles)

Catalog Pages Using
this Program
[Computer Science \(ASOT\)](#)

No Longer Offered 2024-2025

Rationale for

Change Type

College Council Review

No

Program Contact Information

Are you the Faculty Contact Person?

Yes

Faculty Contact Email

In Workflow

1. Curriculum Office
2. CPSI Chair
3. DASC Dean
4. Curriculum Committee Approval

Approval Path

1. 10/16/23 8:25 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 10/31/23 11:11 am
Beverly Forney (beverlyf):
Approved for CPSI Chair
3. 10/31/23 11:18 am
Sue Goff (sue.goff):
Approved for DASC Dean

History

1. Oct 6, 2022 by
clmig-kxayasene
2. Jan 5, 2023 by
Megan Feagles (megan.feagles)
3. Jan 5, 2023 by
Megan Feagles (megan.feagles)
4. Jan 24, 2023 by
Megan Feagles (megan.feagles)

5. Jan 25, 2023 by
Megan Feagles
(megan.feagles)
6. Apr 18, 2023 by
Megan Feagles
(megan.feagles)

Program Overview

Name of Proposed Program

Computer Science (ASOT)

Program Code AS.OTCOMPSCIENCE

Award (CCWD)

Associate of Science (90-108 credits) (AS)

Parent Program

Type of Program Associate of Science (AS)
(CCC)

Educational Focus Science, Technology, Engineering and Math
Area (STEM)

Effective Catalog 2024-2025
Edition

Student Estimate

Career Area Industrial and Engineering Systems

Department Computer Science

Division Arts and Sciences

Other locations (institutions) this Program will be offered

CIP Code 11.0701 - Computer Science.

Program Description

Labor Market

Labor Market Need

Labor Market Attachment

Target Population

Target Population

Program Award Information

Program Learning Outcomes (PLOs)

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

gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions;

apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner;

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

Related Inst:

Computati

Communic

Human Rel

Health/PE

Program-Level Assessment Plan

Assesment Plan Details

Attach Additional Information

Marketing Plan

Marketing Plan Details

Attach Additional Information

Will there be revenues associated with the new program?

Describe revenues associated

Do new courses need to be created for this new program?

New Courses

Are new sections of existing courses needed to support this new program?

Additional Sections

Additional faculty needed?

Additional Faculty

New Physical facilities and equipment needed?

Please explain the need for new physical facilities and equipment will be allocated to meet the needs of the new program

Please explain how the current physical facilities and equipment will be allocated to meet the needs of the new program

New Student Services needed?

Please explain the need for new or expanded student services to meet the needs of the new program.

Please explain how the current Student Services will accommodate the needs of the new program

Other expenses?

Describe other expenses

Financial Assistance Options Sought for and/or Approved for the Program

Federal Financial Aid Options

Describe

Workforce Investment Act – Individual Training Account

Describe

Veterans Benefits

Describe

State of Oregon Financial Aid

Describe

College Financial Aid

Describe

Program Approval Standards

Standard A: Need - The community college provides clear evidence of the need for the program.

Standard B: Collaboration - The community college utilizes systemic methods for meaningful and ongoing involvement of the appropriate constituencies.

Standard C: Alignment - The program is aligned with appropriate education, workforce development, and economic development activities.

Proposed Curriculum

Complete 90 credits from the following:

Foundational Skills

Writing

8 Credits

[WR-121Z](#) Composition I 4

[WR-122Z](#) Composition II 4

or [WR-227Z](#) Technical Writing

Oral Communication

1 Course

[COMM-111Z](#) Public Speaking 4

Mathematics

2 Courses

[MTH-251](#) Calculus I

[MTH-252](#) Calculus II

Health & Physical Education

At Least 3 credits

[HE-163](#) Body & Drugs I: Introduction to Abuse & Addiction 3

[HE-164](#) Body & Drugs II: Alcohol 3

[HE-201](#) Personal Training 3

~~[HE-202](#) Introduction to Fitness Technology Careers 4~~

[HE-204](#) Nutrition & Weight Control 3

[HE-207](#) Introduction to Plant Based Living 3

[HE-223](#) Sports Nutrition 3

[HE-249](#) Mental Health 3

[HE-250](#) Personal Health 3

[HE-252](#) First Aid/CPR/AED 3

[HE-261](#) Community CPR 1

[HE-263](#) Body & Drugs III: Marijuana 3

[HE-264](#) Body & Drugs IV: Other Drugs, Other Addictions 3

[HPE-295](#) Health & Fitness for Life 3

[HPE-296](#) Health and Fitness for Criminal Justice 3

[PE-185](#) Physical Education 1

[PE-194](#) Professional Activities 1

[PE-240](#) Strength & Conditioning Theory & Techniques 3

[PE-260](#) Care and Prevention of Athletic Injuries 2

[PE-270](#) Sport and Exercise Psychology 3

[PE-294](#) Professional Activities 1

[PE-294A](#) Philosophy of Coaching 2

General Education Distribution Areas

Arts & Letters

3 courses from 2 or more disciplines

Each course must be at least 3 credits

Arts & Letters Course List

ART-101	Art Appreciation	3
ART-115	Basic Design: 2-Dimensional Design	4
ART-117	Basic Design: 3-Dimensional Composition	4
ART-131	Introduction to Drawing	4
ART-204	History of Art/Ancient Through Medieval	4
ART-205	History of Art/Romanesque Through Baroque	4
ART-206	History of Art/Enlightenment Through Contemporary	4
ART-232	Life Drawing (Figure Emphasis)	4
ART-233	Drawing for Comics	4
ART-250	Ceramics/Beginning	4
ART-251	Ceramics/Hand-Building I	4
ART-252	Ceramics/Wheel-Throwing I	4
ART-253	Ceramics/Intermediate	4
ART-254	Ceramics/Hand-Building II	4
ART-255	Ceramics/Wheel-Throwing II	4
ART-257	Metalsmithing/Jewelry	4
ART-281	Painting: Still Life/Beginning	4
ART-282	Painting: The Figure/Beginning	4
ART-283	Painting: Landscapes/Beginning	4
ART-284	Painting: Still Life/Intermediate	4
ART-285	Painting: The Figure/Intermediate	4
ART-286	Painting: Landscapes/Intermediate	4
ART-291	Sculpture	4
ART-292	Sculpture (Figure Emphasis)	4
ART-293	Sculpture (Metal Emphasis)	4
ASL-201	Second-Year American Sign Language I	4
ASL-202	Second-Year American Sign Language II	4
ASL-203	Second-Year American Sign Language III	4
COMM-112	Persuasive Speaking	4
COMM-126	Introduction to Gender Communication	4
COMM-140	Introduction to Intercultural Communication	4
COMM-212	Mass Media & Society	4
COMM-218Z	Interpersonal Communication	4
COMM-219	Small Group Discussion	4
COMM-227	Nonverbal Communication	4
ENG-104	Introduction to Literature: Fiction	4
ENG-105	Introduction to Literature: Drama	4
ENG-106	Introduction to Literature: Poetry	4

<u>ENG-107</u>	World Literature: Ancient Through Classical Times	4
<u>ENG-108</u>	World Literature: Early Middle Ages through the 18th Century	4
<u>ENG-109</u>	World Literature: The 19th through 21st Centuries	4
<u>ENG-116</u>	Introduction to Literature: Comics	4
<u>ENG-121</u>	Mystery Fiction	4
<u>ENG-130</u>	Leadership in Literature	4
<u>ENG-194</u>	Introduction to Film	4
<u>ENG-195</u>	American Film	4
<u>ENG-201</u>	Shakespeare	4
<u>ENG-202</u>	Shakespeare	4
<u>ENG-204</u>	British Literature: Ancient to Enlightenment	4
<u>ENG-205</u>	British Literature: Romantic to Contemporary	4
<u>ENG-213</u>	U.S. Latinx Literature	4
<u>ENG-218</u>	Arthurian Literature	4
<u>ENG-226</u>	Popular Literature	4
<u>ENG-240</u>	Native American Mythology	4
<u>ENG-241</u>	Norse Mythology	4
<u>ENG-243</u>	African Mythology	4
<u>ENG-250</u>	Greek Mythology	4
<u>ENG-251</u>	Celtic Mythology	4
<u>ENG-252</u>	Hindu Mythology	4
<u>ENG-253</u>	American Literature: Pre-Columbian to Civil War	4
<u>ENG-254</u>	American Literature: 1865 to Present	4
<u>ENG-255</u>	American Literature: Topics in American Literature	4
<u>ENG-260</u>	Introduction to Women Writers	4
<u>ENG-261</u>	Literature of Science Fiction	4
<u>ENG-270</u>	Introduction to Literary Criticism	4
<u>ENG-271</u>	World Literature: Ancient Through Classical Times	4
<u>ENG-272</u>	World Literature: Early Middle Ages through the 18th Century	4
<u>ENG-273</u>	World Literature: the 19th Through 21st Centuries	4
<u>ENG-295</u>	Revolutionary Film	4
<u>ENG-296</u>	Adaptation: Literature Into Film	4
<u>FR-201</u>	Second-Year French I	4
<u>FR-202</u>	Second-Year French II	4
<u>FR-203</u>	Second-Year French III	4
<u>HUM-235</u>	Perspectives on Terrorism	4
<u>HUM-237</u>	Perspectives on Democracy and Dialogue	4
<u>HUM-240</u>	American Military Conflict: Wars of National Identity	4
<u>HUM-241</u>	American Military Conflict: Global War	4
<u>HUM-242</u>	American Military Conflict: Asymmetric Warfare	4
<u>J-211</u>	Mass Media & Society	4
<u>J-216</u>	Writing for Media	4

<u>MUS-105</u>	Music Appreciation	3
<u>MUS-111</u>	Music Theory I	3
<u>MUS-112</u>	Music Theory I	3
<u>MUS-113</u>	Music Theory I	3
<u>MUS-205</u>	Music Literature: History of Jazz	4
<u>MUS-206</u>	Music Literature: History of Rock	4
<u>MUS-211</u>	Music Theory II	3
<u>MUS-212</u>	Music Theory II	3
<u>MUS-213</u>	Music Theory II	3
<u>PHL-101</u>	Philosophical Problems	4
<u>PHL-102</u>	Ethics	4
<u>PHL-103</u>	Critical Reasoning	4
<u>PHL-205</u>	Moral Issues	4
<u>PHL-210</u>	Philosophy of Religion	4
<u>PHL-213</u>	Asian Philosophy	4
<u>PHL-216</u>	Ancient Philosophy	4
<u>R-101</u>	Judaism and Foundations of Religion	4
<u>R-102</u>	Christianity and Islam	4
<u>R-103</u>	Asian Religions	4
<u>R-204</u>	History of Christianity	4
<u>R-210</u>	World Religions	4
<u>R-211</u>	History of the Old Testament	4
<u>R-212</u>	History of the New Testament	4
<u>SPN-201</u>	Second-Year Spanish I	4
<u>SPN-202</u>	Second-Year Spanish II	4
<u>SPN-203</u>	Second-Year Spanish III	4
<u>SSC-237</u>	Perspectives on Democracy and Dialogue	4
<u>TA-101</u>	Appreciation of Theatre	4
<u>TA-102</u>	Appreciation of Theatre	4
<u>TA-103</u>	Appreciation of Theatre	4
<u>TA-111</u>	Fundamentals of Technical Theatre	4
<u>TA-122</u>	Costuming II	3
<u>TA-123</u>	Costuming III	3
<u>TA-141</u>	Acting I	4
<u>TA-142</u>	Acting II	4
<u>TA-143</u>	Acting III	4
<u>TA-153</u>	Theatre Rehearsal & Performance	1-3
<u>WR-240</u>	Creative Nonfiction Writing I	4
<u>WR-241</u>	Fiction Writing I	4
<u>WR-242</u>	Poetry Writing I	4
<u>WR-243</u>	Playwriting I	4
<u>WR-244</u>	Fiction Writing II	4

<u>WR-245</u>	Poetry Writing II	4
<u>WR-247</u>	Playwriting II	4
<u>WR-248</u>	Bookmaking: Design and Layout	4
<u>WR-262</u>	Introduction to Screenwriting	4
<u>WR-263</u>	Screenwriting II	4
<u>WR-265</u>	Digital Storytelling	4
<u>WR-270</u>	Creative Nonfiction Writing II: Food Writing	4
<u>WS-101</u>	Introduction to Women's Studies	4

Social Science

4 courses from 2 or more disciplines

Each course must be at least 3 credits

Social Science Course List

<u>ANT-101</u>	Physical Anthropology	4
<u>ANT-102</u>	Archaeology & Prehistory	4
<u>ANT-103</u>	Cultural Anthropology	4
<u>ANT-232</u>	Native Americans of North America	4
<u>CJA-101</u>	Criminology	4
<u>CJA-201</u>	Juvenile Delinquency	4
<u>EC-201</u>	Principles of Economics: Micro	4
<u>EC-202</u>	Principles of Economics: Macro	4
<u>GEO-100</u>	Introduction to Physical Geography	4
<u>GEO-110</u>	Cultural & Human Geography	4
<u>GEO-130</u>	Introduction to Environmental Geography	4
<u>GEO-208</u>	Geography of the United States & Canada	4
<u>HE-163</u>	Body & Drugs I: Introduction to Abuse & Addiction	3
<u>HE-164</u>	Body & Drugs II: Alcohol	3
<u>HST-101</u>	History of Western Civilization	4
<u>HST-102</u>	History of Western Civilization	4
<u>HST-103</u>	History of Western Civilization	4
<u>HST-130</u>	Oddballs and Outcasts in Western Civilization	4
<u>HST-131</u>	History of Crime & Punishment in Western Civilization	4
<u>HST-132</u>	History of Language and the Written Word in Western Civilization	4
<u>HST-136</u>	History of Popular Culture, Entertainment & Sports in Western Civilization	4
<u>HST-137</u>	History of Science, Medicine, & Technology in Western Civilization	4
<u>HST-138</u>	History of Love, Marriage and the Family In Western Civilization	4
<u>HST-201</u>	History of the United States	4
<u>HST-202</u>	History of the United States	4
<u>HST-203</u>	History of the United States	4
<u>HUM-237</u>	Perspectives on Democracy and Dialogue	4
<u>PS-200</u>	Introduction to Political Science	4

<u>PS-201</u>	American Government and Politics	4
<u>PS-203</u>	State and Local Governments	4
<u>PS-204</u>	Introduction to Comparative Politics	4
<u>PS-205</u>	International Relations	4
<u>PS-225</u>	Introduction to Political Ideologies	4
<u>PS-297</u>	Introduction to Environmental Politics	4
<u>PSY-200</u>	Introduction to Psychology: Part 1	4
<u>PSY-205</u>	Introduction to Psychology: Part 2	4
<u>PSY-215</u>	Introduction to Developmental Psychology	4
<u>PSY-219</u>	Introduction to Abnormal Psychology	4
<u>PSY-231</u>	Introduction to Human Sexuality	4
<u>SOC-204</u>	Introduction to Sociology	4
<u>SOC-205</u>	Social Stratification & Social Systems	4
<u>SOC-206</u>	Institutions & Social Change	4
<u>SOC-210</u>	Marriage, Family, & Intimate Relations	4
<u>SOC-225</u>	Social Problems	4
<u>SSC-235</u>	Perspectives on Terrorism	4
<u>SSC-237</u>	Perspectives on Democracy and Dialogue	4
<u>SSC-240</u>	American Military Conflict: Wars of National Identity	4
<u>SSC-241</u>	American Military Conflict: Global War	4
<u>SSC-242</u>	American Military Conflict: Asymmetric Warfare	4
<u>WS-101</u>	Introduction to Women's Studies	4

Science/Math/Computer Science

4 courses from at least 2 disciplines, including at least 3 laboratory courses in biological and/or physical science

Each course must be at least 3 credits

Science/Math/Computer Science Course List

<u>ASC-175</u>	Integrated Science Inquiry	4
<u>ASC-176</u>	Integrated Science Inquiry	4
<u>ASC-177</u>	Integrated Science Inquiry	4
<u>BI-101</u>	General Biology; Cellular Biology	4
<u>BI-102</u>	General Biology; Animal Systems	4
<u>BI-103</u>	General Biology; Plants & The Ecosystem	4
<u>BI-112</u>	General Biology for Health Sciences	4
<u>BI-160</u>	Bird Identification & Taxonomy	3
<u>BI-160L</u>	Bird Identification & Taxonomy with Lab	4
<u>BI-165C</u>	Natural History of the Oregon Coast	3
<u>BI-165CL</u>	Natural History of the Oregon Coast with Lab	4
<u>BI-165D</u>	Natural History of the Western Deserts	4
<u>BI-175</u>	Integrated Science Inquiry	4
<u>BI-176</u>	Integrated Science Inquiry	4

<u>BI-177</u>	Integrated Science Inquiry	4
<u>BI-204</u>	Elementary Microbiology	4
<u>BI-211</u>	General Biology for Science Majors (Cellular Biology)	5
<u>BI-212</u>	General Biology for Science Majors (Animal Biology)	5
<u>BI-213</u>	General Biology for Science Majors (Plant Biology & Ecology)	5
<u>BI-231</u>	Human Anatomy & Physiology I	4
<u>BI-232</u>	Human Anatomy & Physiology II	4
<u>BI-233</u>	Human Anatomy & Physiology III	4
<u>BI-234</u>	Introductory Microbiology	4
<u>CH-104</u>	Introductory Chemistry	5
<u>CH-105</u>	Introductory Chemistry	5
<u>CH-106</u>	Introductory Chemistry	5
<u>CH-112</u>	Chemistry for Health Sciences	4
<u>CH-114</u>	Chemistry in Art	4
<u>CH-221</u>	General Chemistry	5
<u>CH-222</u>	General Chemistry	5
<u>CH-223</u>	General Chemistry	5
<u>ESR-171</u>	Introduction to Environmental Science	4
<u>ESR-172</u>	Introduction to Climate Change	4
<u>ESR-173</u>	Introduction to Sustainability	4
<u>G-101</u>	General Geology	4
<u>G-102</u>	General Geology	4
<u>G-103</u>	General Geology	4
<u>G-148</u>	Volcanoes & Earthquakes	4
<u>G-201</u>	General Geology	4
<u>G-202</u>	General Geology	4
<u>G-203</u>	General Geology	4
<u>GS-104</u>	Earth System Science	4
<u>GS-105</u>	Earth System Science	4
<u>GS-106</u>	Earth System Science	4
<u>GS-107</u>	Astronomy	4
<u>MTH-105Z</u>	Math in Society	4
<u>MTH-111Z</u>	Precalculus I: Functions	4
<u>MTH-112Z</u>	Precalculus II: Trigonometry	4
<u>MTH-211</u>	Fundamentals of Elementary Math I	4
<u>MTH-212</u>	Fundamentals of Elementary Math II	4
<u>MTH-213</u>	Fundamentals of Elementary Math III	4
<u>MTH-244</u>	Statistics II	4
<u>MTH-251</u>	Calculus I	5
<u>MTH-252</u>	Calculus II	5
<u>MTH-253</u>	Calculus III	5
<u>MTH-254</u>	Vector Calculus	5

<u>MTH-256</u>	Differential Equations	4
<u>MTH-261</u>	Linear Algebra	4
<u>PH-121</u>	Astronomy	4
<u>PH-122</u>	General Astronomy	4
<u>PH-123</u>	General Astronomy	4
<u>PH-201</u>	General Physics	5
<u>PH-202</u>	General Physics	5
<u>PH-203</u>	General Physics	5
<u>PH-211</u>	General Physics With Calculus	5
<u>PH-212</u>	General Physics With Calculus	5
<u>PH-213</u>	General Physics With Calculus	5
<u>STAT-243Z</u>	Elementary Statistics I	4
<u>Z-201</u>	General Zoology	4
<u>Z-202</u>	General Zoology	4
<u>Z-203</u>	General Zoology	4

Cultural Literacy

1 Course

Each course must be at least 3 credits

Cultural Literacy Course List

<u>ANT-102</u>	Archaeology & Prehistory	4
<u>ANT-103</u>	Cultural Anthropology	4
<u>ANT-232</u>	Native Americans of North America	4
<u>ART-204</u>	History of Art/Ancient Through Medieval	4
<u>ART-205</u>	History of Art/Romanesque Through Baroque	4
<u>ART-206</u>	History of Art/Enlightenment Through Contemporary	4
<u>ASL-201</u>	Second-Year American Sign Language I	4
<u>ASL-202</u>	Second-Year American Sign Language II	4
<u>ASL-203</u>	Second-Year American Sign Language III	4
<u>COMM-126</u>	Introduction to Gender Communication	4
<u>COMM-140</u>	Introduction to Intercultural Communication	4
<u>COMM-218Z</u>	Interpersonal Communication	4
<u>COMM-219</u>	Small Group Discussion	4
<u>ENG-107</u>	World Literature: Ancient Through Classical Times	4
<u>ENG-108</u>	World Literature: Early Middle Ages through the 18th Century	4
<u>ENG-109</u>	World Literature: The 19th through 21st Centuries	4
<u>ENG-213</u>	U.S. Latinx Literature	4
<u>ENG-240</u>	Native American Mythology	4
<u>ENG-241</u>	Norse Mythology	4
<u>ENG-243</u>	African Mythology	4
<u>ENG-250</u>	Greek Mythology	4

<u>ENG-251</u>	Celtic Mythology	4
<u>ENG-252</u>	Hindu Mythology	4
<u>ENG-261</u>	Literature of Science Fiction	4
<u>ENG-271</u>	World Literature: Ancient Through Classical Times	4
<u>ENG-272</u>	World Literature: Early Middle Ages through the 18th Century	4
<u>ENG-273</u>	World Literature: the 19th Through 21st Centuries	4
<u>ENG-295</u>	Revolutionary Film	4
<u>FR-201</u>	Second-Year French I	4
<u>FR-202</u>	Second-Year French II	4
<u>FR-203</u>	Second-Year French III	4
<u>GEO-100</u>	Introduction to Physical Geography	4
<u>GEO-110</u>	Cultural & Human Geography	4
<u>GEO-130</u>	Introduction to Environmental Geography	4
<u>GEO-208</u>	Geography of the United States & Canada	4
<u>HST-101</u>	History of Western Civilization	4
<u>HST-102</u>	History of Western Civilization	4
<u>HST-103</u>	History of Western Civilization	4
<u>HST-130</u>	Oddballs and Outcasts in Western Civilization	4
<u>HST-131</u>	History of Crime & Punishment in Western Civilization	4
<u>HST-132</u>	History of Language and the Written Word in Western Civilization	4
<u>HST-136</u>	History of Popular Culture, Entertainment & Sports in Western Civilization	4
<u>HST-137</u>	History of Science, Medicine, & Technology in Western Civilization	4
<u>HST-138</u>	History of Love, Marriage and the Family In Western Civilization	4
<u>HST-201</u>	History of the United States	4
<u>HST-202</u>	History of the United States	4
<u>HST-203</u>	History of the United States	4
<u>HUM-235</u>	Perspectives on Terrorism	4
<u>HUM-237</u>	Perspectives on Democracy and Dialogue	4
<u>HUM-240</u>	American Military Conflict: Wars of National Identity	4
<u>HUM-241</u>	American Military Conflict: Global War	4
<u>HUM-242</u>	American Military Conflict: Asymmetric Warfare	4
<u>MUS-206</u>	Music Literature: History of Rock	4
<u>PHL-101</u>	Philosophical Problems	4
<u>PHL-102</u>	Ethics	4
<u>PHL-103</u>	Critical Reasoning	4
<u>PHL-205</u>	Moral Issues	4
<u>PHL-210</u>	Philosophy of Religion	4
<u>PHL-213</u>	Asian Philosophy	4
<u>PHL-216</u>	Ancient Philosophy	4
<u>PS-200</u>	Introduction to Political Science	4
<u>PSY-205</u>	Introduction to Psychology: Part 2	4
<u>PSY-219</u>	Introduction to Abnormal Psychology	4

<u>PSY-231</u>	Introduction to Human Sexuality	4
<u>R-101</u>	Judaism and Foundations of Religion	4
<u>R-102</u>	Christianity and Islam	4
<u>R-103</u>	Asian Religions	4
<u>R-204</u>	History of Christianity	4
<u>R-210</u>	World Religions	4
<u>R-211</u>	History of the Old Testament	4
<u>R-212</u>	History of the New Testament	4
<u>SOC-204</u>	Introduction to Sociology	4
<u>SOC-205</u>	Social Stratification & Social Systems	4
<u>SOC-206</u>	Institutions & Social Change	4
<u>SOC-210</u>	Marriage, Family, & Intimate Relations	4
<u>SOC-225</u>	Social Problems	4
<u>SPN-201</u>	Second-Year Spanish I	4
<u>SPN-202</u>	Second-Year Spanish II	4
<u>SPN-203</u>	Second-Year Spanish III	4
<u>SSC-235</u>	Perspectives on Terrorism	4
<u>SSC-237</u>	Perspectives on Democracy and Dialogue	4
<u>SSC-240</u>	American Military Conflict: Wars of National Identity	4
<u>SSC-241</u>	American Military Conflict: Global War	4
<u>SSC-242</u>	American Military Conflict: Asymmetric Warfare	4
<u>WR-241</u>	Fiction Writing I	4
<u>WR-244</u>	Fiction Writing II	4
<u>WS-101</u>	Introduction to Women's Studies	4

Other Requirements

Computer Science Specific Requirements

Minimum of 16 credits

Each course must be at least 3 credits

Computer Science Specific Requirements Course List

<u>CS-160</u>	Computer Science Orientation	4
<u>CS-161</u>	Computer Science I	4
<u>CS-162</u>	Computer Science II	4
<u>CS-260</u>	Data Structures	4

Elective and/or University Specific Requirements

Determined by choice of transfer institution. Please contact your transfer advisor for assistance

Any college-level course that would bring total credits to 90 credits

Other courses numbered 100 or above may be used in this area, which may include up to 12 credits of career technical courses

Please refer to the [Elective Course List](#) for courses that may be included

Notes

All courses must be passed with a C or better

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

Reviewer

Comments

Megan Feagles (megan.feagles) (09/25/23 7:19 am): HE-202 will be inactive starting 2024-2025

Megan Feagles (megan.feagles) (12/01/23 10:33 am): HUM-240, HUM-241, HUM-242, SSC-240, SSC-241, SSC-242 inactive starting 2024.

Course Number	Title	Implementation
APR-102IE	IEC NWT Oregon 1st Year (Residential)	2024/SP
APR-103IE	IEC NWT Oregon 1st Year (Theory)	2024/SP
APR-151IE	IEC NWT Oregon 2nd Year (NEC Code Overview)	2024/SP
APR-152IE	IEC NWT Oregon 2nd Year (Theory and Blueprint Reading)	2024/SP
APR-201IE	IEC NWT Oregon 3rd Year (Grounding and Motors)	2024/SP
APR-202IE	IEC NWT Oregon 3rd Year (Controls)	2024/SP
APR-250IE	IEC NW Oregon 4th Year (Licensing Exam Prep I)	2024/SP
APR-251IE	IEC NW Oregon 4th Year (Licensing Exam Prep II)	2024/SP

Course Change Request

New Course Proposal

Date Submitted: 12/07/23 7:35 pm

Viewing: **APR-102IE : IEC NWT Oregon 1st Year
(Residential)**

Last edit: 12/08/23 6:36 am

Changes proposed by: Tiffany Kriesel (tiffany.kriesel)

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact
Email

jon.coulimore@clackamas.edu

Course Prefix APR - Apprenticeship

Course Number 102IE

In Workflow

1. Curriculum Office
2. DTPS Dean
3. DTPS Curriculum
Committee Outline
Review Team
4. Curriculum Office
5. Curriculum
Committee
Approval
6. Colleague

Approval Path

1. 12/08/23 8:14 am
Megan Feagles
(megan.feagles):
Approved for
Curriculum Office
2. 12/08/23 8:16 am
Armetta Burney
(armetta.burney):
Approved for DTPS
Dean
3. 01/09/24 11:13 am
Erin Gravelle
(erin.gravelle):
Approved for DTPS
Curriculum
Committee Outline
Review Team

Department	Apprenticeship
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	IEC NWT Oregon 1st Year (Residential)

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course
Allow Pass/No Pass	No
Audit	Yes
Min Credit	6.00
Variable Credit	No

Contact hours

Lecture	72.00
Lec/Lab	
Lab	
Activity	
Clinical	
Field	
CWE Seminar	
CPR	
Seminar	
Community Education/Drivers Ed	
Community Education/Adult	
Total	72
Proposed Effective Term	Spring 2024

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Yes

Course Description

This course focuses on the fundamentals of electrical installations in residential dwellings and is based on the National Electrical Code (NEC) and the Oregon Electrical Specialty Code (OESC).

Required: Student Petition.

Type of Course (ACTI Code)

230 - Career Technical Apprenticeship

Reason for the Proposal

New contract for transcription

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Must be an apprentice registered with Area 1 Inside Electrical JATC

Recommended

Is Student Petition required?

Yes

Show course in Schedule Do Not Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall/Winter/Spring

Will this class use library resources?

No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	identify proper personal protective equipment (PPE);
2	identify potential safety hazards in residential construction;
3	solve blueprint layouts using architect scale ruler;
4	define electrical print symbols;
5	discuss outlet location and mounting heights;
6	outline the NEC requirements for conductor sizing;
7	design outlet layout for living room and bedrooms;
8	identify grounded and grounding conductors;
9	demonstrate how to wire switches;
10	understand the operations of GFCI and AFCI;
11	understand IC vs. non-IC;
12	discuss and understand basic service requirements;
13	identify different lighting options;
14	estimate the load of a branch circuit;
15	identify the proper number of receptacles per branch circuit;
16	describe ceiling fan requirements;
17	define electrical requirements for bathrooms, hallways, and porches;
18	estimate the load requirements for kitchen appliances;

	Upon successful completion of this course, students should be able to:
19	understand hard-wired vs. cord-connected;
20	discuss laundry equipment electrical requirements;
21	discuss HVAC and air conditioning units;
22	identify different low voltage systems;
23	determine the aspects of swimming pool wiring.

Major Topic Outline

- How to mitigate construction hazards with proper PPE
- How to read residential plans
- How to lay out outlets in living rooms and bedrooms
- Understand the difference between GFCI and AFCI
- GFCI and AFCI placement requirements
- Understand switch options and wiring
- Know the difference between grounded and grounding
- How to lay out and wire lighting
- How to size circuits based on load requirements
- Understand the requirements for kitchen appliances
- Understand the requirements of bathrooms, hallways, and porches
- How to wire the different types of heating and AC equipment
- Understand the basics of pool and spa wiring
- Understand the NEC requirements for low voltage systems

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Course Transferability

Please attach documentation

Reviewer Comments

Key: 4368

[Preview Bridge](#)

Course Change Request

New Course Proposal

Date Submitted: 12/07/23 7:36 pm

Viewing: **APR-103IE : IEC NWT Oregon 1st Year
(Theory)**

Last edit: 12/08/23 6:36 am

Changes proposed by: Tiffany Kriesel (tiffany.kriesel)

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact
Email

jon.coulimore@clackamas.edu

Course Prefix APR - Apprenticeship

Course Number 103IE

In Workflow

1. Curriculum Office
2. DTPS Dean
3. DTPS Curriculum
Committee Outline
Review Team
4. Curriculum Office
5. Curriculum
Committee
Approval
6. Colleague

Approval Path

1. 12/08/23 8:14 am
Megan Feagles
(megan.feagles):
Approved for
Curriculum Office
2. 12/08/23 8:16 am
Armetta Burney
(armetta.burney):
Approved for DTPS
Dean
3. 12/08/23 8:17 am
Erin Gravelle
(erin.gravelle):
Approved for DTPS
Curriculum
Committee Outline
Review Team

Department	Apprenticeship
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	IEC NWT Oregon 1st Year (Theory)

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course
Allow Pass/No Pass	No
Audit	No
Min Credit	6.00
Variable Credit	No

Contact hours

Lecture	72.00
Lec/Lab	
Lab	
Activity	
Clinical	
Field	
CWE Seminar	
CPR	
Seminar	
Community Education/Drivers Ed	
Community Education/Adult	
Total	72
Proposed Effective Term	Spring 2024

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Yes

Course Description

This course is intended to provide direct current theory comprehension including atomic structures, static electricity, magnetism, resistors, series and parallel circuits, and combination circuitry. Required: Student Petition.

Type of Course (ACTI Code)

230 - Career Technical Apprenticeship

Reason for the Proposal

New contract for transcription

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Must be an apprentice registered with Area 1 Inside Electrical JATC

Recommended

Is Student Petition required?

Yes

Show course in
Schedule

Do Not Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall/Winter/Spring

Will this class use library resources?

No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	apply Ohm's Law to series and parallel circuits;
2	identify the different structures of atoms and how they relate to electricity;
3	describe magnetic polarity and lines of force;
4	analyze series circuits;
5	analyze parallel circuits;
6	analyze combination circuits;
7	illustrate Kirchoff's Laws;
8	illustrate Thevenin's Theorem.

Major Topic Outline

Atomic structures

- Ohm's Law
- Magnetism
- Series circuits
- Parallel circuits
- Combination circuits
- Kirchoff's Laws
- Thevenin's Theorem

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

Course Transferability

Please attach documentation

Reviewer Comments

Key: 4369

[Preview Bridge](#)

Course Change Request

New Course Proposal

Date Submitted: 12/07/23 7:37 pm

Viewing: **APR-151IE : IEC NWT Oregon 2nd Year
(NEC Code Overview)**

Last edit: 01/10/24 9:20 am

Changes proposed by: Tiffany Kriesel (tiffany.kriesel)

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact
Email

jon.coulimore@clackamas.edu

Course Prefix APR - Apprenticeship

Course Number 151IE

In Workflow

1. Curriculum Office
2. DTPS Dean
3. DTPS Curriculum Committee Outline Review Team
4. Curriculum Office
5. Curriculum Committee Approval
6. Colleague

Approval Path

1. 12/08/23 8:14 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 12/08/23 8:16 am
Armetta Burney (armetta.burney):
Approved for DTPS Dean
3. 01/09/24 11:13 am
Erin Gravelle (erin.gravelle):
Approved for DTPS Curriculum Committee Outline Review Team

Department	Apprenticeship
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	IEC NWT Oregon 2nd Year (NEC Code Overview)

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course
Allow Pass/No Pass	No
Audit	Yes
Min Credit	6.00
Variable Credit	No

Contact hours

Lecture	72.00
Lec/Lab	
Lab	
Activity	
Clinical	
Field	
CWE Seminar	
CPR	
Seminar	
Community Education/Drivers Ed	
Community Education/Adult	
Total	72
Proposed Effective Term	Spring 2024

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Yes

Course Description

This course teaches how the National Electrical Code (NEC) NFPA 70 is arranged, covering its introduction, chapters, articles, parts, and sections. The student will learn to navigate and understand the relationship each part of the Code has to the other parts and will develop an in-depth comprehension of the verbiage and layout of the NEC to become adept at using the Code. Required: Student Petition.

Type of Course (ACTI Code)

230 - Career Technical Apprenticeship

Reason for the Proposal

New contract for transcription

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

APR-102IE and APR-103IE

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Must be an apprentice registered with Area 1 Inside Electrical JATC

Recommended

Is Student Petition required?

Yes

Show course in Schedule Do Not Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall/Winter/Spring

Will this class use library resources?

No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	identify the different chapters of the National Electrical Code (NEC);
2	identify in which chapter an article can be located and know how the chapters work together;
3	maneuver through the NEC to find answers to questions about electrical installations;
4	use the contents and index to navigate the NEC.

Major Topic Outline

1. Orientation and National Electrical Code (NEC) introduction
2. General Information for Codes
3. Wiring and Protection
4. Wiring Methods and Materials
5. Equipment for General Use
6. Special Occupancies, Equipment and Conditions
9. Communication Systems

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Course Transferability

Please attach documentation

Reviewer Comments

Key: 4370

[Preview Bridge](#)

Course Change Request

New Course Proposal

Date Submitted: 12/07/23 7:37 pm

Viewing: **APR-152IE : IEC NWT Oregon 2nd Year
(Theory and Blueprint Reading)**

Last edit: 12/08/23 6:38 am

Changes proposed by: Tiffany Kriesel (tiffany.kriesel)

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

jon.coulimore@clackamas.edu

Course Prefix APR - Apprenticeship

Course Number 152IE

In Workflow

1. Curriculum Office
2. DTPS Dean
3. DTPS Curriculum Committee Outline Review Team
4. Curriculum Office
5. Curriculum Committee Approval
6. Colleague

Approval Path

1. 12/08/23 8:14 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 12/08/23 8:16 am
Armetta Burney (armetta.burney):
Approved for DTPS Dean
3. 01/09/24 11:13 am
Erin Gravelle (erin.gravelle):
Approved for DTPS Curriculum Committee Outline Review Team

Department	Apprenticeship
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	IEC NWT Oregon 2nd Year (Theory and Blueprint Reading)

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course
Allow Pass/No Pass	No
Audit	No
Min Credit	6.00
Variable Credit	No

Contact hours

Lecture	72.00
Lec/Lab	
Lab	
Activity	
Clinical	
Field	
CWE Seminar	
CPR	
Seminar	
Community Education/Drivers Ed	
Community Education/Adult	
Total	72
Proposed Effective Term	Spring 2024

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Yes

Course Description

This course is designed to prepare students for the electrical general journey level examinations for the States of Oregon and Washington. The course is based on tests designed to challenge the student to navigate the National Electric Code and Oregon and Washington rules and standards. This course presents the fundamentals of the use of construction drawings to determine methods and materials of construction. Emphasis is placed on architectural symbols and use of scale to determine location and placement. Required: Student Petition.

Type of Course (ACTI Code)

230 - Career Technical Apprenticeship

Reason for the Proposal

New contract for transcription

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

APR-102IE and APR-103IE

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Must be an apprentice registered with Area 1 Inside Electrical JATC

Recommended

Is Student Petition required?

Yes

Show course in
Schedule

Do Not Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall/Winter/Spring

Will this class use library resources?

No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	navigate the National Electric Code (NEC) NFPA 70;
2	identify where Oregon rules supersede the NEC;
3	identify where Washington rules supersede the NEC;
4	apply tables and charts;
5	identify NEC terminology and how it relates to test questions;
6	navigate with Oregon OAR and ORs;
7	navigate with Washington RCW and WAC;
8	understand types of construction;
9	use specifications;
10	identify construction blueprint symbols and abbreviations;
11	interpret construction drawings;
12	correlate elevation, section, plan view, general notes;
13	understand the anatomy of residential and commercial structures;
14	utilize construction math as it applies to blueprints.

Major Topic Outline

Testing Prep for: National Electrical Code (NEC) Chapters and Tables, Oregon and Washington Rules and Statutes, Wiring Methods, Grounding and Bonding, Motors and Controls, Places of Assembly, Types of Construction, Types of Drawings and Drawing Views, Symbols, Plan Specifications, Multi-family plans, and Commercial Building and Restaurant Plans

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Course Transferability

Please attach documentation

Reviewer Comments

Key: 4371

[Preview Bridge](#)

Course Change Request

New Course Proposal

Date Submitted: 12/07/23 7:38 pm

Viewing: **APR-201IE : IEC NWT Oregon 3rd Year
(Grounding and Motors)**

Last edit: 12/08/23 6:39 am

Changes proposed by: Tiffany Kriesel (tiffany.kriesel)

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

jon.coulimore@clackamas.edu

Course Prefix APR - Apprenticeship

Course Number 201IE

In Workflow

1. Curriculum Office
2. DTPS Dean
3. DTPS Curriculum Committee Outline Review Team
4. Curriculum Office
5. Curriculum Committee Approval
6. Colleague

Approval Path

1. 12/08/23 8:14 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 12/08/23 8:16 am
Armetta Burney (armetta.burney):
Approved for DTPS Dean
3. 12/08/23 8:17 am
Erin Gravelle (erin.gravelle):
Approved for DTPS Curriculum Committee Outline Review Team

Department	Apprenticeship
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	IEC NWT Oregon 3rd Year (Grounding and Motors)

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course
Allow Pass/No Pass	No
Audit	No
Min Credit	6.00
Variable Credit	No

Contact hours

Lecture	72.00
Lec/Lab	
Lab	
Activity	
Clinical	
Field	
CWE Seminar	
CPR	
Seminar	
Community Education/Drivers Ed	
Community Education/Adult	
Total	72
Proposed Effective Term	Spring 2024

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Yes

Course Description

This course discusses what grounding is and its proper terms. It also discusses why effective grounding is needed and how effective grounding can be made a part of the electrical system. Also covers AC and DC motors, as well as calculations involving motors. Practical use of the National Electrical Code (NEC) will be introduced. Required: Student Petition.

Type of Course (ACTI Code)

230 - Career Technical Apprenticeship

Reason for the Proposal

New contract for transcription

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

APR-151IE and APR-152IE

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Must be an apprentice registered with Area 1 Inside Electrical JATC

Recommended

Is Student Petition required?

Yes

Show course in
Schedule

Do Not Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall/Winter/Spring

Will this class use library resources?

No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	identify various faults and the stresses caused;
2	explain the purpose of a grounding electrode system and how to size the conductor;
3	explain why systems and circuits are grounded;
4	calculate the minimum size grounded conductor and main bond jumper;
5	size and bond equipment and enclosures;
6	identify a separately derived system and its grounding requirements;
7	explain the requirements regarding grounding two or more buildings;
8	identify different types of motors;
9	properly size motor circuits and motor over current protection;
10	discuss emergency, standby, and legally required standby circuitry;
11	use the national electric code to properly install motors.

Major Topic Outline

1. Orientation, grounding Article 250
2. Grounding, safety and the electrode system
3. Faults, grounding electrode systems (GEC)
4. Installing grounding electrode systems
5. Grounded conductor
6. Equipment grounding conductor, Equipment & Enclosure Bonding
7. Equipment & enclosure grounding

8. Separately derived systems, grounding and bonding
9. Two or more buildings, grounding, bonding
10. Bonding: main bonding jumper, supply side bonding jumper, bonding versus grounding
11. Orientation, Generator Theory
12. Generator Code per NEC
13. Overcurrent and locked rotor per NEC
14. Motor overload protection, motor branch circuit calculations

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

Course Transferability

Please attach documentation

Reviewer Comments

Course Change Request

New Course Proposal

Date Submitted: 12/07/23 7:38 pm

Viewing: **APR-202IE : IEC NWT Oregon 3rd Year
(Controls)**

Last edit: 12/08/23 6:40 am

Changes proposed by: Tiffany Kriesel (tiffany.kriesel)

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact
Email

jon.coulimore@clackamas.edu

Course Prefix APR - Apprenticeship

Course Number 202IE

In Workflow

1. Curriculum Office
2. DTPS Dean
3. DTPS Curriculum
Committee Outline
Review Team
4. Curriculum Office
5. Curriculum
Committee
Approval
6. Colleague

Approval Path

1. 12/08/23 8:14 am
Megan Feagles
(megan.feagles):
Approved for
Curriculum Office
2. 12/08/23 8:16 am
Armetta Burney
(armetta.burney):
Approved for DTPS
Dean
3. 12/08/23 8:17 am
Erin Gravelle
(erin.gravelle):
Approved for DTPS
Curriculum
Committee Outline
Review Team

Department	Apprenticeship
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	IEC NWT Oregon 3rd Year (Controls)

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course
Allow Pass/No Pass	No
Audit	Yes
Min Credit	6.00
Variable Credit	No

Contact hours

Lecture	72.00
Lec/Lab	
Lab	
Activity	
Clinical	
Field	
CWE Seminar	
CPR	
Seminar	
Community Education/Drivers Ed	
Community Education/Adult	
Total	72
Proposed Effective Term	Spring 2024

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Yes

Course Description

This course builds on concepts learned previously covering writing ladder diagrams and designing complex motor controls incorporating proper National Electrical Code (NEC) requirements pertaining to wire size, disconnect size, overcurrent devices, and overall infrastructure related to electrical aspects of motor installation. Required: Student Petition.

Type of Course (ACTI Code)

230 - Career Technical Apprenticeship

Reason for the Proposal

New contract for transcription

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

APR-151IE and APR-152IE

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Must be an apprentice registered with Area 1 Inside Electrical JATC

Recommended

Is Student Petition required?

Yes

Show course in Schedule Do Not Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall/Winter/Spring

Will this class use library resources?

No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	identify components of motor circuits;
2	identify components of motor controls;
3	properly size complex motor circuits per NEC Article 430;
4	draw ladder diagrams;
5	explain how motor controls work;
6	explain how to wire basic motor controls.

Major Topic Outline

1. Orientation, NEC Article 430 layout
2. General principles of motor controls
3. Symbols and schematic diagrams, ladder diagram basics
4. Starters, overloads, and relays
5. Timer relays, pressure sensors, float switches
6. Design multi-motor circuits and overcurrent
7. Design control circuits for a specific scenario with ladder diagram

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Course Transferability

Please attach documentation

Reviewer Comments

Key: 4373

[Preview Bridge](#)

Course Change Request

New Course Proposal

Date Submitted: 12/07/23 7:41 pm

Viewing: **APR-250IE : IEC NW Oregon 4th Year
(Licensing Exam Prep I)**

Last edit: 12/08/23 6:34 am

Changes proposed by: Tiffany Kriesel (tiffany.kriesel)

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

jon.coulimore@clackamas.edu

Course Prefix APR - Apprenticeship

Course Number 250IE

In Workflow

1. Curriculum Office
2. DTPS Dean
3. DTPS Curriculum Committee Outline Review Team
4. Curriculum Office
5. Curriculum Committee Approval
6. Colleague

Approval Path

1. 12/08/23 8:14 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 12/08/23 8:16 am
Armetta Burney (armetta.burney):
Approved for DTPS Dean
3. 01/09/24 11:13 am
Erin Gravelle (erin.gravelle):
Approved for DTPS Curriculum Committee Outline Review Team

Department	Apprenticeship
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	IEC NW Oregon 4th Year (Licensing Exam Prep I)

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course
Allow Pass/No Pass	No
Audit	Yes
Min Credit	6.00
Variable Credit	No

Contact hours

Lecture	72.00
Lec/Lab	
Lab	
Activity	
Clinical	
Field	
CWE Seminar	
CPR	
Seminar	
Community Education/Drivers Ed	
Community Education/Adult	
Total	72
Proposed Effective Term	Spring 2024

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Yes

Course Description

This course is designed to prepare students for the electrical general journey level examinations for the States of Oregon and Washington. The course is based on tests designed to challenge the student to navigate the National Electric Code (NEC) and Oregon and Washington rules and standards. Each test is designed to simulate the three-hour, 52 question general journey level tests. This course is one of four with the same design and theme which each have a unique set of tests to enhance the students' knowledge. Required: Student Petition.

Type of Course (ACTI Code)

230 - Career Technical Apprenticeship

Reason for the Proposal

New contract for transcription

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

APR-201IE and APR-202IE

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Must be an apprentice registered with Area 1 Inside Electrical JATC

Recommended

Is Student Petition required?

Yes

Show course in Schedule Do Not Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall/Winter/Spring

Will this class use library resources?

No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	navigate the National Electric Code (NEC) NFPA 70;
2	identify where Oregon rules supersede the NEC;
3	identify where Washington rules supersede the NEC;
4	explain how to properly apply tables and charts;
5	identify NEC terminology and how it relates to test questions;
6	navigate Oregon and Washington rules and standards.

Major Topic Outline

General Journeyman Electrician Licensing Exam Prep on: NEC Chapters, NEC tables, Oregon and Washington Rules and Standards, Wiring Methods, Grounding and Bonding, Motors and Controls and Places of Assembly.

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Course Transferability

Please attach documentation

Reviewer Comments

Key: 4374

[Preview Bridge](#)

Course Change Request

New Course Proposal

Date Submitted: 12/07/23 7:41 pm

Viewing: **APR-251IE : IEC NW Oregon 4th Year
(Licensing Exam Prep II)**

Last edit: 12/08/23 6:35 am

Changes proposed by: Tiffany Kriesel (tiffany.kriesel)

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact
Email

jon.coulimore@clackamas.edu

Course Prefix APR - Apprenticeship

Course Number 251IE

In Workflow

1. Curriculum Office
2. DTPS Dean
3. DTPS Curriculum
Committee Outline
Review Team
4. Curriculum Office
5. Curriculum
Committee
Approval
6. Colleague

Approval Path

1. 12/08/23 8:14 am
Megan Feagles
(megan.feagles):
Approved for
Curriculum Office
2. 12/08/23 8:16 am
Armetta Burney
(armetta.burney):
Approved for DTPS
Dean
3. 01/09/24 11:13 am
Erin Gravelle
(erin.gravelle):
Approved for DTPS
Curriculum
Committee Outline
Review Team

Department	Apprenticeship
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	IEC NW Oregon 4th Year (Licensing Exam Prep II)

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course
Allow Pass/No Pass	No
Audit	No
Min Credit	6.00
Variable Credit	No

Contact hours

Lecture	72.00
Lec/Lab	
Lab	
Activity	
Clinical	
Field	
CWE Seminar	
CPR	
Seminar	
Community Education/Drivers Ed	
Community Education/Adult	
Total	72
Proposed Effective Term	Spring 2024

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Yes

Course Description

This course takes an in-depth look at Chapters 1-9 of the National Electrical Code (NEC) NFPA 70 and incorporates Oregon and Washington rules and statutes. This course is designed to prepare students for the Oregon Inside Electrical Journey-Level exam. Required: Student Petition.

Type of Course (ACTI Code)

230 - Career Technical Apprenticeship

Reason for the Proposal

New contract for transcription

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

APR-201IE and APR-202IE

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Must be an apprentice registered with Area 1 Inside Electrical JATC

Recommended

Is Student Petition required?

Yes

Show course in
Schedule

Do Not Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall/Winter/Spring

Will this class use library resources?

No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	explain working clearances;
2	identify general definitions of the National Electrical Code (NEC);
3	identify different wiring methods;
4	explain installation requirements for feeders;
5	explain the different aspects of grounding;
6	explain the NEC requirements for receptacles;
7	explain where Oregon and Washington rules supersede the NEC;
8	discuss the different types of switches and installation requirements;
9	explain the requirement of luminaire installation;
10	explain installation demands of a health care facility;
11	explain the requirements for elevators, escalators, and chair lifts;
12	design feeders supplying electric vehicle space;
13	identify the requirements of welding equipment;
14	explain the different aspects of wiring a swimming pool or hot tub;
15	outline the requirements of solar photovoltaic systems;
16	identify the difference between emergency systems, legally required systems, and optional standby systems;
17	describe the different types of communication systems.

Major Topic Outline

General Journeyman Electrician Licensing Exam Prep on: Sizing, Ground fault, and Short Circuit Protection, Working Clearances around electrical equipment, Requirements for GFCI Protection, Sizing Electrical Services in Multiple Building Types, Sizing and Grounding electrode conductors and systems, Designing branch circuits and feeders, Installation criteria for different wiring methods, Different types of switches and installation requirements, Requirement of luminaire installation, Explain installation demands of a health care facility, Wiring requirements of elevators and walkways, Size feeders for welders, Low voltage wiring types and methods, Solar voltaic and wind systems, Emergency systems , Utility interconnection of systems, Communication systems, Oregon and Washington rules and standards

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

Course Transferability

Please attach documentation

Reviewer Comments

	Implementation
Electrician Apprenticeship Technologies (IE) AAS	2024/SU
Electrician Apprenticeship Technologies (IE) CC	2024/SU

Program Change Request

Program Reactivation Proposal

Date Submitted: 11/27/23 2:25 pm

Viewing: **AAS.ELECTRICIANIE : Electrician**

Apprenticeship Technologies (IE) ~~(IE), AAS~~

Last approved: 11/29/22 10:19 am

Last edit: 12/08/23 8:38 am

Changes proposed by: Tiffany Kriesel (tiffany.kriesel)

Change Type

College Council Review

No

Program Contact Information

Are you the Faculty Contact Person?

No

In Workflow

1. Curriculum Office
2. ASHP Chair
3. DTPS Dean
4. Curriculum Office
5. Curriculum Committee Approval

Approval Path

1. 10/30/23 1:27 pm
Megan Feagles (megan.feagles):
Rollback to Initiator
2. 11/28/23 6:55 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
3. 11/29/23 2:00 pm
Kari Nixon (kari.nixon):
Approved for ASHP Chair
4. 12/05/23 3:59 pm
Armetta Burney (armetta.burney):
Approved for DTPS Dean

History

1. Oct 6, 2022 by clmig-kxayasene

Faculty Contact Email

jon.coulimore@clackamas.edu

Program Overview

Name of Proposed Program

Electrician Apprenticeship Technologies (IE) ~~(HE)~~, AAS

Program Code AAS.ELECTRICIANIE

Award (CCWD)

Statewide AAS Degree (90-108 credits) (SAAS)

Type of Program Associate of Applied Science (AAS)
(CCC)

Educational Focus
Area

Effective Catalog 2024-2025
Edition

Career Area Industrial and Engineering Systems

Department Apprenticeship

Division Technology, Applied Science and Public
Services (TAPS)

Other locations (institutions) this Program will be offered

CIP Code 46.0301 - Electrical and Power Transmission
Installation/Installer, General.

Program Award Information

Program Learning Outcomes (PLOs)

solve mathematical formulas and equations of theory;

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

- describe and apply basic theory of electrical sources;
- demonstrate safe working practices in accordance with state and federal regulations.
- calculate voltage drop;
- solve electrical equations using trade specific mathematical formulas;
- use test equipment to make electrical measurements;
- use and care of trade specific equipment appropriately.
- operate PLC's according to trade specific applications and methodology;
- describe various troubleshooting techniques of trade specific equipment;
- draw and interpret blueprints and schematics.
- interpret NEC and Oregon Specialty Codes;
- prepare for state exam;
- complete and pass timed practice exams;
- demonstrate knowledge of industry terminology;
- use the NEC articles and tables to perform various calculations;
- utilize the Oregon Administrative Rules (OAEs) in relation to the NEC and Oregon Specialty Codes (OSC);
- complete the NEC code preparation exams with a 75% and higher.

Program-Level Assessment Plan

Marketing Plan

Proposed Curriculum

Inside Electrician

Journey Level Card from Oregon BOLI ¹	22
<u>Computation requirement</u>	3-5
<u>Communication requirement</u>	3-4
<u>Human Relations requirement</u>	3-4
<u>PE/Health/Safety/First Aid requirement</u>	1-3
Elective (100 level or above)	12-6
APR-125IE	Course APR-125IE Not Found 3
APR-134IE	Course APR-134IE Not Found 3
APR-135IE	Course APR-135IE Not Found 3
APR-136IE	Course APR-136IE Not Found 3
APR-145IE	Course APR-145IE Not Found 3
APR-155IE	Course APR-155IE Not Found 3
APR-165IE	Course APR-165IE Not Found 3
APR-185IE	Course APR-185IE Not Found 3
APR-235IE	Course APR-235IE Not Found 3
APR-236IE	Course APR-236IE Not Found 3
APR-236IEL	Course APR-236IEL Not Found 1

APR-237IE	Course APR-237IE Not Found	3
APR-245IE	Course APR-245IE Not Found	3
APR-255IE	Course APR-255IE Not Found	3
APR-265IE	Course APR-265IE Not Found	3
APR-275IE	Course APR-275IE Not Found	3
APR-102IE	Course APR-102IE Not Found	6
APR-103IE	Course APR-103IE Not Found	6
APR-151IE	Course APR-151IE Not Found	6
APR-152IE	Course APR-152IE Not Found	6
APR-201IE	Course APR-201IE Not Found	6
APR-202IE	Course APR-202IE Not Found	6
APR-250IE	Course APR-250IE Not Found	6
APR-251IE	Course APR-251IE Not Found	6

Total Credits 92

1

Students who obtain a State of Oregon Apprenticeship Training Journey Level Card or Oregon Bureau of Labor and Industries Apprenticeship and Training Division (BOLI-ATD) Certificate of Completion will earn 22 Credits.

Reviewer

Comments

Program Change Request

Program Reactivation Proposal

Date Submitted: 11/29/23 1:33 pm

Viewing: **CC.ELECTRICIANIE : Electrician**

Apprenticeship Technologies (IE) ~~(IE)~~; Certificate

Last approved: 11/29/22 10:19 am

Last edit: 12/08/23 8:39 am

Changes proposed by: Tiffany Kriesel (tiffany.kriesel)

Change Type

College Council Review

No

Program Contact Information

Are you the Faculty Contact Person?

No

Faculty Contact Email

jon.coulimore@clackamas.edu

In Workflow

1. Curriculum Office
2. ASHP Chair
3. DTPS Dean
4. Curriculum Office
5. Curriculum Committee Approval

Approval Path

1. 11/29/23 1:40 pm
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 11/29/23 3:30 pm
Kari Nixon (kari.nixon):
Approved for ASHP Chair
3. 12/05/23 4:00 pm
Armetta Burney (armetta.burney):
Approved for DTPS Dean

History

1. Oct 6, 2022 by clmig-kxayasene
2. Nov 29, 2022 by Megan Feagles (megan.feagles)

Program Overview

Name of Proposed Program

Electrician Apprenticeship Technologies (IE) ~~(IE)~~, Certificate

Program Code CC.ELECTRICIANIE

Award (CCWD)

Statewide Certificate (45-60 credits) (SCC1)

Type of Program Certificate of Completion (CC)
(CCC)

Educational Focus
Area

Effective Catalog 2024-2025
Edition

Career Area Industrial and Engineering Systems

Department Apprenticeship

Division Technology, Applied Science and Public
Services (TAPS)

Other locations (institutions) this Program will be offered

CIP Code 46.0301 - Electrical and Power Transmission
Installation/Installer, General.

Program Award Information

Program Learning Outcomes (PLOs)

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

- solve mathematical formulas and equations of theory;
- describe and apply basic theory of electrical sources;
- demonstrate safe working practices in accordance with state and federal regulations.
- calculate voltage drop;

solve electrical equations using trade specific mathematical formulas;
 use test equipment to make electrical measurements;
 use and care of trade specific equipment appropriately.
 operate PLC's according to trade specific applications and methodology;
 describe various troubleshooting techniques of trade specific equipment;
 draw and interpret blueprints and schematics.
 interpret NEC and Oregon Specialty Codes;
 prepare for state exam;
 complete and pass timed practice exams;
 demonstrate knowledge of industry terminology;
 use the NEC articles and tables to perform various calculations;
 utilize the Oregon Administrative Rules (OAEs) in relation to the NEC and Oregon Specialty Codes (OSC);
 complete the NEC code preparation exams with a 75% and higher.

Program-Level Assessment Plan

Marketing Plan

Proposed Curriculum

Inside Electrician

<u>Computation requirement</u>	3-5
<u>Communication requirement</u>	3-4
<u>Human Relations requirement</u>	3-4
APR-125IE	Course APR-125IE Not Found 3
APR-134IE	Course APR-134IE Not Found 3
APR-135IE	Course APR-135IE Not Found 3
APR-136IE	Course APR-136IE Not Found 3
APR-145IE	Course APR-145IE Not Found 3
APR-155IE	Course APR-155IE Not Found 3
APR-165IE	Course APR-165IE Not Found 3
APR-185IE	Course APR-185IE Not Found 3
APR-235IE	Course APR-235IE Not Found 3
APR-236IE	Course APR-236IE Not Found 3
APR-236IEL	Course APR-236IEL Not Found 1
APR-237IE	Course APR-237IE Not Found 3
APR-245IE	Course APR-245IE Not Found 3
APR-255IE	Course APR-255IE Not Found 3
APR-265IE	Course APR-265IE Not Found 3
APR-275IE	Course APR-275IE Not Found 3
<u>APR-102IE</u>	<u>Course APR-102IE Not Found</u> <u>6</u>

<u>APR-103IE</u>	<u>Course APR-103IE Not Found</u>	<u>6</u>
<u>APR-151IE</u>	<u>Course APR-151IE Not Found</u>	<u>6</u>
<u>APR-152IE</u>	<u>Course APR-152IE Not Found</u>	<u>6</u>
<u>APR-201IE</u>	<u>Course APR-201IE Not Found</u>	<u>6</u>
<u>APR-202IE</u>	<u>Course APR-202IE Not Found</u>	<u>6</u>
<u>APR-250IE</u>	<u>Course APR-250IE Not Found</u>	<u>6</u>
<u>APR-251IE</u>	<u>Course APR-251IE Not Found</u>	<u>6</u>

Total Credits 57-61

Reviewer
Comments

Course	Current Hours/Credits	Proposed Hours/Credits
DA-110	4 LECT, 36 CLIN/1 Credit	36 CLIN/1 Credit
DA-120	6 LECT, 170 CLIN/5 Credits	170 CLIN/5Credits
DA-130	6 LECT, 256 CLIN/8 Credits	256 CLIN/8Credits

Course Change Request

Date Submitted: 11/20/23 11:28 am

Viewing: **DA-110 : Clinical Practicum I**

Last edit: 12/01/23 7:09 am

Changes proposed by: Kari Hiatt (kari.hiatt)

Catalog Pages
referencing this
course

[Dental Assistant \(DA\)](#)

Programs
referencing this
course

[CC.DENTALASST: Dental Assistant](#)

Credits/Hours/Instructional Method Change

Yes

In Workflow

1. Curriculum Office
2. DTPS Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Approval Path

1. 11/20/23 10:56 am
Megan Feagles (megan.feagles):
Rollback to Initiator
2. 11/20/23 11:29 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
3. 11/28/23 9:38 am
Erin Gravelle (erin.gravelle):
Approved for DTPS Curriculum Committee Outline Review Team
4. 12/01/23 9:08 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office

Reason for proposal

Students will participate in one 4 hour seminar (an orientation) held prior to the start of clinical practicum. The proposed change is that these seminar hours will be included in the total clinical hours, instead of separate lecture hours. Rationale: The content of the seminar hours is not theory based. This will bring our total hours for the course to 36, which is within the range for a 1-credit course (instead of 40 credit hours, which may surpass the limit).

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix DA - Dental Assistant

Course Number 110

Department Health Sciences

Division Technology, Applied Science and Public Services (TAPS)

Course Title Clinical Practicum I

Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass No

Audit No

Min Credit 1.00

Variable Credit No

Contact hours

Lecture ~~4:00~~

Lec/Lab

Lab

Activity

Clinical 36.00

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 36

Proposed Effective Spring 2024

Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Yes

Course Description

Clinical practicum begins in the seventh week of class. Students begin to apply basic dental assisting procedures taught in weeks one through six. OSHA, hazard communication and infection control are followed for student and patient safety. A minimum of 8 supervised unpaid hours per week is required for term one practicum. Students will participate in one seminar held prior to clinical practicum. Required: Student Petition.

Type of Course (ACTI Code)

210 - Career Technical Preparatory

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Acceptance into Dental Assistant program

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

Yes

Show course in

Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	perform the daily routine of opening and closing the dental office;
2	distinguish between the various treatment rooms in the dental office;
3	operate sterilizer, ultrasonic, instrument washer, handpiece cleaner and lubricant, amalgamator and curing light;
4	perform (follow aseptic procedures) steps in processing contaminated instruments;
5	operate automatic processor and mount dental films;
6	assemble trays or cassettes according to a color-coding system;

Upon successful completion of this course, students should be able to:	
7	prepare treatment rooms for basic procedures;
8	review patient's dental and medical record, and identify medical concerns noted in the chart;
9	seat and dismiss dental patients;
10	collect and document vital signs;
11	assist with an oral examination and charting procedures;
12	disinfect and clean (follow aseptic procedures) treatment rooms;
13	assist with an amalgam and composite restorative procedures;
14	review post-op instruction.

Major Topic Outline

1. Daily routine to open and close the office 2. Identification and function of treatment rooms and dental equipment 3. Identification and function of equipment in the sterilization center 4. Identification and function of equipment in the darkroom 5. Tray systems 6. Preparing the treatment room 7. Seating and dismissing the dental patient 8. Amalgam procedure 9. Composite procedure

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

Course Transferability

Please attach documentation

Reviewer Comments

Megan Feagles (megan.feagles) (11/20/23 10:56 am): Rollback: Please provide a reason for the instructional hours change. Also can you please verify that this sentence in the description is still true "Students will participate in one seminar held prior to clinical practicum". Does that refer to a prereq course?

Key: 507

[Preview Bridge](#)

Course Change Request

Date Submitted: 11/30/23 2:14 pm

Viewing: **DA-120 : Clinical Practicum II**

Last edit: 02/01/24 7:48 am

Changes proposed by: Kari Hiatt (kari.hiatt)

Catalog Pages
referencing this
course

[Dental Assistant \(DA\)](#)

Programs
referencing this
course

[CC.DENTALASST: Dental Assistant](#)

Credits/Hours/Instructional Method Change

In Workflow

1. Curriculum Office
2. DTSP Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Approval Path

1. 11/30/23 2:10 pm
Megan Feagles (megan.feagles):
Rollback to Initiator
2. 11/30/23 2:23 pm
Megan Feagles (megan.feagles):
Approved for Curriculum Office
3. 01/30/24 1:45 pm
Erin Gravelle (erin.gravelle):
Approved for DTSP Curriculum Committee Outline Review Team
4. 01/30/24 1:53 pm
Megan Feagles (megan.feagles):
Rollback to DTSP Curriculum Committee Outline Review Team for Curriculum Office

- 5. 01/30/24 4:29 pm
Erin Gravelle
(erin.gravelle):
Approved for DTSP
Curriculum
Committee Outline
Review Team
- 6. 01/31/24 6:41 am
Megan Feagles
(megan.feagles):
Approved for
Curriculum Office

Yes

Reason for proposal

Seminar hours are not theory based lecture hours. Seminar hours to be included in overall clinical (lab) hours.

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix DA - Dental Assistant

Course Number 120

Department Health Sciences

Division Technology, Applied Science and Public
Services (TAPS)

Course Title Clinical Practicum II

Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass No

Audit No

Min Credit 5.00

Variable Credit No

Contact hours

Lecture ~~6:00~~

Lec/Lab

Lab

Activity

Clinical 170.00

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 170

Proposed Effective Spring 2024

Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Yes

Course Description

Supervised unpaid practice and improvement of clinical skills taught in clinical procedures, dental materials and radiology. Covers advanced Expanded Functions Dental Assisting (EFDA) skills. Implement infection control protocols. Introduce basic business office procedures. Ten hours of community service will be required. Participate in 9 hours of seminar ~~two seminars~~ during the term. Required: Student Petition.

Type of Course (ACTI Code)

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

DA-110 with a C or better

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

Yes

Show course in
Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Winter

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

Upon successful completion of this course, students should be able to:	
1	read and interpret items found on a medical and dental history <u>form</u> ; form ;
2	apply the principles of radiation safety, and the prevention of disease transmission when placing and processing dental films;
3	demonstrate increased proficiency and efficiency with radiological <u>procedures</u> ; procedures ;
4	perform polishing of coronal surfaces of <u>teeth</u> ; teeth ;
5	assist with and/or place and remove rubber <u>dam</u> ; dam ;
6	assist with and/or apply fluoride <u>agents</u> ; agents ;
7	clean and polish removable <u>appliances</u> ; appliances ;
8	demonstrate procedural steps and aseptic procedures assisting with restorative restorative <u>procedures</u> ; procedures ;
9	assist with and/or place, fabricate, and remove provisional restorations;
10	assist with and/or remove excess cement or bonding <u>agent</u> ; agent ;
11	assist with and/or take alginate <u>impression</u> ; impression ;
12	pour alginate <u>impression</u> ; impression ;
13	assist with and/or take an occlusal <u>registration</u> ; registration ;
14	assist with the placement of <u>sealants</u> ; sealants ;
15	assist with and/or perform basic business office <u>procedures</u> ; procedures ;
16	utilize dental assisting skills when participating in community outreach.

Major Topic Outline

1. Radiology 2. Coronal polish (EFDA) a. fluoride application 3. Amalgam procedure a. dental dam placement b. matrix and wedge placement (EFDA) 4. Composite procedure a. dental dam placement b. plastic strip matrix and wedge placement (EFDA) 5. Crown preparation a. temporary provisional restoration (EFDA) 6. Crown Cementation a. removal to temporary crown, and clean teeth for final cementation (EFDA) b. preliminarily fit crown/s to check contact or adjust occlusion outside the mouth(EFDA) c. removal of excess supragingival cement from crown (EFDA) 6. Alginate Impressions for diagnostic casts 7. Constructing a custom tray 8. Constructing bleaching trays 9. Dental business office 10. Community outreach

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

Course Transferability

Please attach documentation

Reviewer Comments

Megan Feagles (megan.feagles) (11/30/23 2:10 pm): Rollback: Please provide a reason for the hours change in the "Reason for Proposal" field.

Key: 509

[Preview Bridge](#)

Course Change Request

Date Submitted: 11/30/23 2:15 pm

Viewing: **DA-130 : Clinical Practicum III**

Last edit: 01/30/24 1:47 pm

Changes proposed by: Kari Hiatt (kari.hiatt)

Catalog Pages
referencing this
course

[Dental Assistant \(DA\)](#)

Programs
referencing this
course

[CC.DENTALASST: Dental Assistant](#)

Credits/Hours/Instructional Method Change

In Workflow

1. Curriculum Office
2. DTPS Curriculum Committee Outline Review Team
3. Curriculum Office
4. Curriculum Committee Approval
5. Colleague

Approval Path

1. 11/30/23 2:13 pm
Megan Feagles (megan.feagles):
Rollback to Initiator
2. 11/30/23 2:23 pm
Megan Feagles (megan.feagles):
Approved for Curriculum Office
3. 01/30/24 1:47 pm
Erin Gravelle (erin.gravelle):
Approved for DTPS Curriculum Committee Outline Review Team
4. 01/30/24 1:53 pm
Megan Feagles (megan.feagles):
Rollback to DTPS Curriculum Committee Outline Review Team for Curriculum Office

5. 01/30/24 4:30 pm
Erin Gravelle
(erin.gravelle):
Approved for DTSP
Curriculum
Committee Outline
Review Team

Yes

Reason for proposal

Seminar hours are not theory based lecture hours. Seminar hours to be included in overall clinical (lab) hours.

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix DA - Dental Assistant

Course Number 130

Department Health Sciences

Division Technology, Applied Science and Public
Services (TAPS)

Course Title Clinical Practicum III

Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass No

Audit No

Min Credit 8.00

Variable Credit No

Contact hours

Lecture 6:00

Lec/Lab

Lab

Activity

Clinical 256.00

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 256

Proposed Effective Spring 2024

Term

I acknowledge that this course, for the average student, will be a time commitment of 3 hours per week per credit in combination of in-class and out-of-class activity.

Yes

Course Description

Supervised practice and improvement of advanced clinical skills in all areas of chairside dental assisting, laboratory procedures, specialties, radiology and Expanded Functions Dental Assisting (EFDA) procedures. Students report to their assigned site three days a week, for a minimum of twenty-four hours per week, for eleven weeks. Clinical competency skills in business office procedures will also be completed in this term. ~~term (minimum of forty-four hours)~~. Students will be responsible to meet ten hours of community service. Students will also participate in 12 seminar hours ~~two seminars~~ during the term. Required: Student Petition.

Type of Course (ACTI Code)

210 - Career Technical Preparatory

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

DA-120 with a C or better

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

Yes

Show course in Schedule Print in Schedule
Schedule

Hide course in catalog

No

When do you plan to offer this course?

Spring

Will this class use library resources?

No Yes

Course Certifications

Is this a Related Instruction course?

No

Are you going to seek General Education Certification after course approval?

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	place and expose dental film upon receiving Radiation Health and Safety (RHS) <u>certificate</u> ; certificate ;
2	mount dental <u>radiographs</u> ; radiographs ;

	Upon successful completion of this course, students should be able to:
3	demonstrate alternative radiographic <u>techniques</u> ; techniques;
4	perform procedures in preparation of patient <u>care</u> ; care;
5	assist the dentist with clinical and restorative <u>procedures</u> ; procedures;
6	utilize dental laboratory techniques in fabricating bleaching trays and study <u>models</u> ; models;
7	assist in delivering dental care with specialty <u>procedures</u> ; procedures;
8	perform dental front office <u>procedures</u> ; procedures;
9	demonstrate dental assisting skills when participating in community outreach.

Major Topic Outline

1. Clinical Procedures 2. Laboratory Techniques 3. Radiology 4. Dental Specialties 5. Dental Office Procedures 6. Community outreach

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

Course Transferability

Please attach documentation

Reviewer Comments

Megan Feagles (megan.feagles) (11/30/23 2:13 pm): Rollback: Please provide a reason for the hours change in the "Reason for Proposal" field.

Key: 511

[Preview Bridge](#)

Program	Implementation
AS, Computer Engineering, PSU	2024/SU
AS, Electrical Engineering, PSU	2024/SU

Program Change Request

Date Submitted: 11/17/23 9:55 am

Viewing: **AS.PSUCOMPENGR : AS, Computer Engineering, PSU**

Last approved: 11/03/23 8:35 am

Last edit: 11/17/23 9:55 am

Changes proposed by: Eric Lee (elee)

Catalog Pages Using
this Program

[Computer Engineering Emphasis, AS - with Portland State University](#)

Change Type

College Council Review

No

Program Contact Information

Are you the Faculty Contact Person?

Yes

In Workflow

1. Curriculum Office
2. ENGR Chair
3. DASC Dean
4. Curriculum Office
5. Curriculum Committee Approval

Approval Path

1. 11/20/23 7:07 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 12/06/23 10:08 am
Matt LaForce (laforce): Approved for ENGR Chair
3. 12/06/23 12:59 pm
Sue Goff (sue.goff): Approved for DASC Dean

History

1. Oct 6, 2022 by clmig-kxayasene
2. Nov 28, 2022 by Megan Feagles (megan.feagles)
3. Dec 2, 2022 by Megan Feagles (megan.feagles)
4. Apr 18, 2023 by Megan Feagles (megan.feagles)

5. Jun 5, 2023 by
Megan Feagles
(megan.feagles)
6. Nov 3, 2023 by
Michael Farrell
(mike.farrell)

Program Overview

Name of Proposed Program

AS, Computer Engineering, PSU

Program Code AS.PSUCOMPENGR

Award (CCWD)

Associate of Science (90-108 credits) (AS)

Type of Program Associate of Science (AS)
(CCC)

Educational Focus Science, Technology, Engineering and Math
Area (STEM)

Effective Catalog 2024-2025
Edition

Career Area Industrial and Engineering Systems

Department Engineering Sciences

Division Arts and Sciences

Other locations (institutions) this Program will be offered

CIP Code 14.0101 - Engineering, General.

Program Award Information

Program Learning Outcomes (PLOs)

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

apply the fundamental elements of engineering design;

employ mathematics, science, and computing techniques in a systematic and rigorous manner to support the study and solution of engineering problems;

conduct and document laboratory experiments in the sciences and engineering, effectively communicating determined quantitative relationships using both graphs and equations;

exhibit good teamwork skills and serve as effective members of laboratory and project teams;

articulate and justify technical solutions to an audience through oral, written, and graphical communication.

Program-Level Assessment Plan

Marketing Plan

Proposed Curriculum

Plan of Study Grid

First Year

Fall Term		Credits
<u>CH-221</u>	General Chemistry	5
<u>CS-161</u>	Computer Science I	4
<u>ENGR-111</u>	Introduction to Engineering	3
<u>MTH-251</u>	Calculus I	5
	Credits	17

Winter Term

<u>CS-162</u>	Computer Science II	4
<u>ENGR-112</u>	Engineering Programming	3
<u>ENGR-171</u>	Digital Logic	4
<u>MTH-252</u>	Calculus II	5
	Credits	16

Spring Term

<u>COMM-111Z</u>	Public Speaking	4
<u>ENGR-271</u>	Digital Systems	4
<u>MTH-261</u>	Linear Algebra	4
<u>WR-121Z</u>	Composition I	4
	Credits	16

Second Year

Fall Term

<u>ENGR-221</u>	Electrical Circuit Analysis I	4
<u>MTH-253</u>	Calculus III	5

PH-211	General Physics With Calculus	5
WR-227Z	Technical Writing	4
	Credits	18

Winter Term

ENGR-222	Electrical Circuit Analysis II	4
MTH-256	Differential Equations	4
PH-212	General Physics With Calculus	5

Social Science Electives		4
	Credits	17

Spring Term

ENGR-223	Electrical Circuit Analysis III	4
PH-213	General Physics With Calculus	5

Arts & Letters Electives		4
--	--	---

Select one of the following: 3-4

[Arts & Letters Electives](#)

[Social Science Electives](#)

Credits	16-17
Total Credits	100-101

Arts & Letters Electives

All courses in [ASL](#), [COMM](#), [ENG](#), [FR](#), [GER](#), [HUM](#), [PHL](#), [SPN](#), [WR](#). Note that native speakers should only take advanced (300 level or above) world language courses.

Non-performance based courses in art, journalism, music, and theater also meet this requirement:

ART-101	Art Appreciation	3
ART-204	History of Art/Ancient Through Medieval	4
ART-205	History of Art/Romanesque Through Baroque	4
ART-206	History of Art/Enlightenment Through Contemporary	4
J-211	Mass Media & Society	4
MUS-105	Music Appreciation	3
MUS-141	Introduction to the Music Business	3
MUS-205	Music Literature: History of Jazz	4
MUS-206	Music Literature: History of Rock	4
MUS-230	Music and Media: Sex, Drugs, Rock & Roll	4
TA-101	Appreciation of Theatre	4
TA-102	Appreciation of Theatre	4

Social Science Electives

All courses in [ANT](#), [EC](#), [GEO](#), [HST](#), [PS](#), [PSY](#), [SOC](#), [SSC](#), and [WS](#)

Reviewer
Comments

Program Change Request

Date Submitted: 11/17/23 9:53 am

Viewing: **AS.PSUELECTENGR : AS, Electrical Engineering, PSU**

Last approved: 11/03/23 8:36 am

Last edit: 11/17/23 9:53 am

Changes proposed by: Eric Lee (elee)

Catalog Pages Using
this Program

[Electrical Engineering Emphasis, AS - with Portland State University](#)

Change Type

College Council Review

No

Program Contact Information

Are you the Faculty Contact Person?

Yes

In Workflow

1. Curriculum Office
2. ENGR Chair
3. DASC Dean
4. Curriculum Office
5. Curriculum Committee Approval

Approval Path

1. 11/20/23 7:07 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
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History

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3. Dec 2, 2022 by Megan Feagles (megan.feagles)
4. Apr 18, 2023 by Megan Feagles (megan.feagles)

5. Jun 5, 2023 by
Megan Feagles
(megan.feagles)
6. Nov 3, 2023 by
Michael Farrell
(mike.farrell)

Program Overview

Name of Proposed Program

AS, Electrical Engineering, PSU

Program Code AS.PSUELECTENGR

Award (CCWD)

Associate of Science (90-108 credits) (AS)

Type of Program Associate of Science (AS)
(CCC)

Educational Focus Science, Technology, Engineering and Math
Area (STEM)

Effective Catalog 2024-2025
Edition

Career Area Industrial and Engineering Systems

Department Engineering Sciences

Division Arts and Sciences

Other locations (institutions) this Program will be offered

CIP Code 14.0101 - Engineering, General.

Program Award Information

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

apply the fundamental elements of engineering design;

employ mathematics, science, and computing techniques in a systematic and rigorous manner to support the study and solution of engineering problems;

conduct and document laboratory experiments in the sciences and engineering, effectively communicating determined quantitative relationships using both graphs and equations;

exhibit good teamwork skills and serve as effective members of laboratory and project teams;

articulate and justify technical solutions to an audience through oral, written, and graphical communication.

Program-Level Assessment Plan

Marketing Plan

Proposed Curriculum

Plan of Study Grid

First Year

Fall Term		Credits
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<u>ENGR-111</u>	Introduction to Engineering	3
<u>MTH-251</u>	Calculus I	5
	Credits	17

Winter Term

<u>CS-162</u>	Computer Science II	4
<u>ENGR-112</u>	Engineering Programming	3
<u>ENGR-171</u>	Digital Logic	4
<u>MTH-252</u>	Calculus II	5
	Credits	16

Spring Term

<u>COMM-111Z</u>	Public Speaking	4
<u>ENGR-271</u>	Digital Systems	4
<u>MTH-261</u>	Linear Algebra	4
<u>WR-121Z</u>	Composition I	4
	Credits	16

Summer Term

<u>MTH-254</u>	Vector Calculus	5
	Credits	5

Second Year

Fall Term

ENGR-221	Electrical Circuit Analysis I	4
MTH-253	Calculus III	5
PH-211	General Physics With Calculus	5
WR-227Z	Technical Writing	4
	Credits	18

Winter Term

ENGR-222	Electrical Circuit Analysis II	4
MTH-256	Differential Equations	4
PH-212	General Physics With Calculus	5
Social Science Electives		4
	Credits	17

Spring Term

ENGR-223	Electrical Circuit Analysis III	4
PH-213	General Physics With Calculus	5
Arts & Letters Electives		4

Select one of the following: 3-4

[Arts & Letters Electives](#)

[Social Science Electives](#)

Credits 16-17

Total Credits 105-106

Arts & Letters Electives

All courses in [ASL](#), [COMM](#), [ENG](#), [FR](#), [GER](#), [HUM](#), [PHL](#), [SPN](#), [WR](#). Note that native speakers should only take advanced (300 level or above) world language courses.

Non-performance based courses in art, journalism, music, and theater also meet this requirement:

ART-101	Art Appreciation	3
ART-204	History of Art/Ancient Through Medieval	4
ART-205	History of Art/Romanesque Through Baroque	4
ART-206	History of Art/Enlightenment Through Contemporary	4
J-211	Mass Media & Society	4
MUS-105	Music Appreciation	3
MUS-141	Introduction to the Music Business	3
MUS-205	Music Literature: History of Jazz	4
MUS-206	Music Literature: History of Rock	4
MUS-230	Music and Media: Sex, Drugs, Rock & Roll	4
TA-101	Appreciation of Theatre	4
TA-102	Appreciation of Theatre	4

Social Science Electives

All courses in [ANT](#), [EC](#), [GEO](#), [HST](#), [PS](#), [PSY](#), [SOC](#), [SSC](#), and [WS](#)

Reviewer

Comments



Curriculum Committee Charter

Mission

The Clackamas Community College (CCC) Curriculum Committee supports faculty in the development and implementation of high-quality curriculum that is accessible to all students, adaptable to changing needs, and accountable to the community by facilitating faculty collaboration and ownership of the curriculum and providing a venue for faculty to establish curricula and improve instructional programs.

Purpose

In supporting the mission of the College, the Curriculum Committee oversees the quality and content of course outlines and transfer and non-transfer degree and certificate requirements in accordance with the policies and guidelines of the Northwest Commission of Colleges and Universities (NWCCU) and other relevant agencies. The committee provides guidance, advocacy, and oversight for curricular issues that are cross-departmental or institutional in scope and impact. This includes, but is not limited to, new courses, revisions to existing courses, transferability, general education and related instruction issues, and new and revised programs.

Scope

The committee is tasked with the following responsibilities:

1. Provide oversight of all new or changed course outlines and program proposals to ensure that academic standards are maintained.
 - a. Review and evaluate course outlines to assure that they are well developed, clear and complete, meet state guidelines, conform to CCC standards, satisfy transferability requirements (if any), and that supporting documents adequately supplement the proposal;
 - b. Assure that general education outcomes on course mapping documents are clearly and appropriately addressed in the student learning outcomes, and that state approved criteria are reflected in the course outlines to which the mapping documents are attached;
 - c. For courses identified as meeting Related Instruction through embedded content, ensure that course outlines clearly address the student learning outcomes relevant to the Related Instruction area;
 - d. Make recommendations to assist individuals and departments/areas to strengthen their course outlines and program proposals.
2. Evaluate the impact of curriculum proposals on the College to assure that the curriculum offered is complementary and integrated.
 - a. Assure that overlap with existing courses, impacts on other divisions, departments/areas, courses, programs, college services, and pre/co-requisites have been addressed.
3. Approve or disapprove new or changed course outlines and programs, recommend quality and conformance to best curricular practice throughout the College.
4. Establish, review and revise procedures and guidelines as needed to assure quality and conformance to best curricular practice throughout the College.

Membership

The membership of curriculum committee includes faculty and staff members from varied departments. This reflects an intentional effort to gather broad representation from the College community; these different perspectives help ensure that we can effectively challenge, support, and continuously improve the College's curriculum.

1. Ex Officio positions
 - a. Director, Curriculum Office (non-voting)
 - b. Curriculum and Scheduling Specialist (non-voting)
 - c. Vice President, Instruction and Student Services (INSS)
 - d. Dean, Institutional Effectiveness & Planning (IEP)
 - e. Center for Teaching and Learning Representative
 - f. Associated Student Government (ASG) Representative
 - g. Dean, Academic Foundations and Connections (AFAC)
 - h. Financial Aid Representative
 - i. Graduation Services Representative
 - j. Director, Student Academic Support Services
 - k. Academic and Career Coach Representative
 - l. Dean, Arts and Sciences
 - m. Associate Dean, Arts and Sciences
 - n. Dean, Technology, Applied Science and Public Services (TAPS)
 - o. Associate Dean, TAPS
 - p. Registrar
 - q. Veterans Services
2. Regular faculty positions
 - a. Faculty from each division are appointed by their dean.
 - b. We value full-time and associate faculty representation. Faculty membership on the committee is reviewed regularly to ensure broad representation from divisions and compliance with relevant bargaining agreements.
 - c. Regular members serve three-year terms.
 - d. Committee may choose to retain a current representative beyond a three-year cycle, with dean approval.
3. Chair
 - a. The committee is chaired by a faculty member who serves a two-year term as chair.
 - b. Chair duties include onboarding new members, leading meetings, putting agenda items up for a vote, checking in with review teams, and sharing updates at College Council.
 - c. In the current chair's final term, a call will be put out to nominate a new chairperson from among the faculty membership.
 - d. After nominations, all members vote on the new chair according to the committee's voting guidelines (below).
 - e. Chair terms can be extended beyond two years if a) they are approved as a continuing member of the committee by their dean, b) they are nominated for an extended term as chair, and c) committee members vote to approve the extended term.

Review Teams

Review teams evaluate new and revised course outlines according to the Course Revision Guidebook standards. Division review teams are made up of all committee members in that division. Related Instruction and General Education review teams are made up of volunteers from the curriculum committee.

1. AFAC Review Team
2. Arts and Sciences Review Team
3. TAPS Review Team
4. Related Instruction Review Team
5. General Education Review Team

Voting Guidelines

1. A quorum of at least 1/3 of the voting members, with more than half of those being faculty members, must be present in order for a vote to take place.
2. All members of the committee other than the curriculum office representatives are eligible to vote on every item, including items that they introduce and present.
3. Any voting member can motion for an agenda item to be considered for vote. This vote may be pushed out up to 3 future meetings to provide preparation time for the vote. At that time, it may be decided, or tabled further by a quorum vote.

Additional Documents

The *Course Revision Guidebook* and other checklists, flowcharts, and process documents can be found on the committee page <http://webappsrv.clackamas.edu/committees/CC/>.

Relationship to Other Committees

The Curriculum Committee works with the Curriculum Office, Instructional Standards & Procedures (ISP) Committee, the Assessment Committee and other college entities as appropriate.

Definitions

Please see <http://handbook.ccwwebforms.net/handbook/glossary> for a list of terms commonly used in committee discussions.

New Member Orientation

The committee chair will provide orientation to the committee at the first meeting of each year. Additionally, committee members in their first term will be provided orientation by the committee chair and/or their division review team.

Committee Member Expectations/Commitment

In addition to attending meetings, members of the Curriculum Committee are expected to:

- Be familiar with Curriculum Committee process documents and Course Outline Review Guidebook
- Review meeting agenda and bring questions/comments to share at the meeting
- Engage in work with divisional review team and other subcommittees as assigned
- Keep department and/or constituent group informed of committee action

Meeting Schedule

Last Approved 03.17.2023

The Curriculum Committee meets the first and third Friday of each month of Fall, Winter, and Spring terms, from 8-9:30am.

Curriculum Committee Membership 23-24

vacant

Curriculum Committee/Curriculum Office

Member	Committee Role	Ending Term	Term Cycle
Kerrie Hughes	Chair	2024/SP	2-year
Eric Lee	Alternate Chair	2025/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	2026/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	2026/SP	3-year
Kara Leonard	Academic and Career Coaches	2026/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
Kelly Mercer	Math	2026/SP	3-year
Juan Cortes	Faculty-At-Large	2026/SP	3-year

Arts & Sciences

Member	Committee Role	Ending Term	Term Cycle
Sue Goff	Dean, Arts & Sciences	Ex-Officio	Permanent
Aundrea Snitker	Associate Dean, Arts & Sciences; Review Team Lead	Ex-Officio	Permanent
Nora Brodnicki	Art, Comm, Theatre, Journalism, World Lang, Music	2026/SP	3-year
Deanna Myers	Faculty-At-Large	2026/SP	3-year
Debra Carino	Computer Science	2026/SP	3-year
Patricia McFarland	Faculty-At-Large	2024/SP	3-Year
Gentiana Loeffler	Business, Horticulture	2026/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	2026/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; Review Team Lead	Ex-Officio	Permanent
Jordan Gulley	Wilsonville, Apprenticeship, Fire, Emergency	2026/SP	3-year
Dawn Hendricks	Education, Human Services, Criminal Justice/Public Services	2024/SP	3-year
Virginia Chambers	Faculty-At-Large	2026/SP	3-year
Mike Mattson	Industrial Technology	2024/SP	3-year
Kari Hiatt	Nursing, Allied Health	2026/SP	3-year
Wryann Van Riper	Automotive/Welding	2026/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
Kerrie Hughes	2024/SP
Patricia McFarland	2024/SP

2023-2024 Sabbaticals

Elizabeth Carney for 24/WI and 24/SP

Summary of Approved CCN Courses, Fall 2023

The following provides a summary of the CCN courses recommended to the HECC by Transfer Council for approval at the December 14, 2023, Commission meeting, for implementation beginning catalog year 2024-25. For more detailed information, see CCN Reports & Memos on the [Resources for CCN](#) webpage.

CCN Course/Course Information
<p>Business</p>
<p>Course Number and Prefix: BA 101Z Course Title: Introduction to Business Course Credits: 4 Course Description: Presents an integrated view of both established and entrepreneurial businesses by studying their common characteristics and processes in a global context. Introduces theory and develops basic skills in the areas of accounting, finance, management, and marketing, with an emphasis on social responsibility and ethical practices. Explores how businesses can create value for themselves and society by addressing environmental and social challenges. Course Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Explain the role of business in society. 2. Identify the different forms of business. 3. Describe the importance of entrepreneurship in the economy. 4. Explain the main functional areas of business, including accounting, finance, human resources, management and leadership, and marketing. 5. Explain the importance of ethics and social responsibility in business contexts. 6. Describe how economics and globalization impact business decisions and operations.
<p>Course Number and Prefix: BA 211Z Course Title: Principles of Financial Accounting Course Credits: 4 Course Description: Imparts an understanding of the purpose of accounting, common financial statement items, and the principles of internal controls. Focuses on recording the impact of economic events on account balances using U.S. Generally Accepted Accounting Principles, and the creation and analysis of financial statements to aid in external decision making. Course Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Describe the purpose of accounting and its role in business and society. 2. Explain common balance sheet and income statement items and how they fit in the accounting equation. 3. Analyze and record the impact of basic business events on account balances within the accounting cycle in accordance with U.S. Generally Accepted Accounting Principles. 4. Create the income statement and balance sheet using account balances in accordance with U.S. Generally Accepted Accounting Principles. 5. Describe the purpose and principles of internal controls. 6. Conduct basic analysis and interpretation of the income statement, balance sheet, and cash flow statement to aid in stakeholder decision making.
<p>Course Number and Prefix: BA 213Z Course Title: Principles of Managerial Accounting Course Credits: 4</p>

Course Description: Builds an understanding of the role of managerial accounting in a business, focusing on the development and use of information to evaluate production costs and operational performance in support of short- and long-term organizational decision-making.

Course Learning Outcomes:

1. Explain the role of managerial accounting in an organization with respect to planning and control decisions
2. Apply absorption and variable costing methods to determine product costs.
3. Develop and use relevant operational information to determine cost behavior patterns and conduct cost-volume-profit analyses.
4. Use commonly accepted tools, including budgets, standard costs, and variance analysis to evaluate operational performance.
5. Apply commonly accepted methods to evaluate capital and operational decisions.

English

Course Number and Prefix: ENG 104Z

Course Title: Introduction to Fiction

Course Credits: 4

Course Description: The study of fiction invites us to enter imaginative narratives and confront the challenges of being human. English 104Z provides opportunities for the appreciation of fiction, including deeper awareness of craft and insight into how reading fiction can lead to self-enrichment. Students read a variety of types of fiction, from diverse perspectives and eras, and develop their skills in discussion, literary analysis, and critical thinking.

Course Learning Outcomes:

1. Articulate how culture and context shape literary texts and how literature contributes to understandings of ourselves and the world.
2. Identify how literary devices and various formal elements contribute meaning to a text.
3. Build interpretations based on relevant evidence.

Course Number and Prefix: ENG 105Z

Course Title: Introduction to Drama

Course Credits: 4

Course Description: The study of plays exposes us to texts with the power to shock, inspire, enlighten, and delight; this course in drama can be an empowering and transformative journey toward keener engagement with the world, local community, and your intended path. English 105Z provides opportunities for the appreciation of drama, including deeper awareness of craft and insight into how reading plays can lead to self-enrichment. Students read a variety of types of drama, from diverse perspectives and eras, and develop their skills in discussion, literary analysis, and critical thinking.

Course Learning Outcomes:

1. Articulate how culture and context shape literary texts and how literature contributes to understandings of ourselves and the world.
2. Identify how literary devices and various formal elements contribute meaning to a text.
3. Build interpretations based on relevant evidence.

Course Number and Prefix: ENG 106Z

Course Title: Introduction to Poetry

Course Credits: 4

Course Description: The study of poetry invites us to delve into the biggest questions about life and culture alongside the seemingly smallest issues of words and sounds. English 106Z provides opportunities for the appreciation of poetry, including deeper awareness of craft and insight into how reading poetry can lead to self-enrichment. Students read a variety of types of poetry and poetic forms, from diverse perspectives and eras, and develop their skills in discussion, literary analysis, and critical thinking.

Course Learning Outcomes:

1. Articulate how culture and context shape literary texts and how literature contributes to understandings of ourselves and the world.
2. Identify how literary devices and various formal elements contribute meaning to a text.
3. Build interpretations based on relevant evidence.

Math

MTH or MATH 251Z, 252Z, and 253Z are pending Transfer Council approval (December 5, 2023)

Psychology

Course Number and Prefix: PSY 201Z

Course Title: Introduction to Psychology I

Course Credits: 4

Course Description: Introduction to the science and application of psychology. Emphasis will be placed on psychological concepts, theories, and principles related to: Research Methods, Behavioral Neuroscience, Consciousness, Sensation/Perception, Learning, Memory, Thinking and Intelligence, and related topics.

Learning Outcomes:

1. Identify psychological, biological, and other factors that influence behavior and mental processes.
2. Apply key theories and concepts in psychology.
3. Evaluate claims about psychological phenomena and human behavior through the use of empirical evidence and knowledge of the scientific method.
4. Demonstrate knowledge about the ways psychological science and practices are contextualized by ethical standards and sociocultural factors.

Course Number and Prefix: PSY 202Z

Course Title: Introduction to Psychology II

Course Credits: 4

Course Description: Introduction to the science and application of psychology. Emphasis will be placed on psychological concepts, theories, and principles related to: Personality, Social Psychology, Health and Well-Being, Motivation and Emotion, Disorders, Therapies, Lifespan Development, and related topics.

Learning Outcomes:

1. Identify psychological, social, cultural, and biological factors that influence behavior and mental processes.
2. Apply key theories and concepts in psychology.
3. Evaluate claims about psychological phenomena and human behavior through the use of empirical evidence.
4. Demonstrate knowledge about the ways psychological science and practices are contextualized by ethical standards and sociocultural factors.

