Curriculum Committee Agenda

March 1, 2024 (8-9:30am)

	Presenter	Action
1. Welcome and Introductions **2. Curriculum Committee Attendance**	**Chair**	
3. Approval of Minutes	**Chair**	Approval
4. Consent Agenda a. Course Number Changes b. Course Title Change c. Reviewed Outlines for Approval	**Chair**	Approval
5. Course and Program Approvals		
a. **New Courses – Skills Development** a. MTH-020ES b. HD-202ES c. HD-208ES	**Lisa Nielson**	Approval/24.SP
b. **New Courses – Apprenticeship** a. APR-295IE, APR-296IE	**Tiffany Kriesel**	Approval/24.SP
c. **New Courses – IDTD** a. IMT-111 b. MFG-129	**Mike Mattson**	Approval/24.SP
d. **ART-100B Course Reactivation**	**Nora Brodnicki**	Approval/24.SP
6. Old Business a.		
7. New Business a. Courses Scheduled for Inactivation (2025, 1st Reminder)	**Curriculum Office**	Info
8. Closing Comments		

Curriculum Committee Members Sign-In Sheet

Enter a 1 in the Present/Absent column

Guests, please sign in on the "Guests" tab

Curriculum Committee Minutes

February 16, 2024 (8-9:30am)

Present: ASG (Stephani Dale), Dustin Bare, Nora Brodnicki, Armetta Burney, Virginia Chambers, Amanda Coffey, Juan Cortes, Megan Feagles (Recorder), Sue Goff, Dawn Hendricks, 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, April Smith, Aundrea Snitker, Tara Sprehe, Sarah Steidl, Dru Urbassik, Andrea Vergun
Guests: April Chastain, Mike Farrell, Bev Forney, Jessica Kissler, Sasha Nelson, Thomas Wasson
Absent: Debra Carino, Elizabeth Carney, Erin Gravelle, Jordan Gulley, Tracy Nelson, David Plotkin, Chris Sweet, Wryann Van Riper

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1. **Welcome & Introductions**

2. **Approval of Minutes**
   a. Approval of the February 2, 2024 minutes

   Motion to approve, approved

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

   Motion to approve, approved

4. **Course and Program Approvals**

   a. **Leadership Academy CC Program Suspension**
      a. Bev Forney presented
      b. This was an industry program was an industry cohort program where students took the program over 3 terms as a cohort and graduated together at the end. Industry is not interested in length of this type of program and we have developed a shorter CEU program that offers a NCTC to replace this program.

      Motion to approve, approved

   b. **HUM/SSC-240, 241, 242 Inactivations**
      a. Jessica Kissler presented
      b. Low enrollment

   Motion to approve, approved

   c. **ART/DMC Changes**
      a. Nora Brodnicki presented
      b. **Inactivation:** ART-225, ART-226, ART-227
         i. Changing to DMC prefix to create consistency in the DMC course offerings
      c. **New Courses:** DMC-225, DMC-226, DMC-227
         i. Only change is switching ART subject to DMC subject
      d. **Program Amendments**
         i. Digital Media Communications AAS
         ii. Full-Stack Web Development AAS
         iii. Front-End Web Development CC
         iv. Only change for all three is replacing the ART courses with the DMC courses

      Motion to approve, approved

   d. **Program Amendments**
      Mike Farrell presented
      a. Electronics Engineering Technology AAS
         i. Added Cultural Literacy Electives. Removed SM-280. Total credits change from 95-101 to 97. Industrial Advisory Board recommended the addition of the Cultural Literacy electives.
      b. Electronics Engineering Technology CC

i. Added HD-209. Removed SM-280.

c. Microelectronics Systems Technology AAS
   i. Added Cultural Literacy Electives. Removed ESH-100, CH-104, and SM-280. Total credits change from 92 to 90.
d. Microelectronics Systems Technology CC
   i. Added HD-209. Removed SM-280.

Motion to approve, approved

e. **Program Amendments**
   a. AA Degree, Transfer English Literature
   b. Associate of General Studies
   c. AS, Oregon Transfer - Business
   d. AS Degree, Transfer Biology
   e. Oregon Transfer Module
      i. Remove HE-163, HE-164 from General Education List. Remove HUM-240, HUM-241, HUM-242, SSC-240, SSC-241, SSC-242 due to inactivation.
   f. AA Degree, Oregon Transfer Elementary Education
   g. AS Degree, Transfer Business
   h. AS Degree, Transfer Computer Science
      i. Remove HUM-240, HUM-241, HUM-242, SSC-240, SSC-241, SSC-242.
   i. AS, Music, PSU
      i. Remove HUM-240, HUM-241, HUM-242, SSC-240, SSC-241, SSC-242. Replace ART-225, 226, 227 with DMC-225, 226, 227
   j. AS, Oregon Transfer, Computer Science
   k. AA Degree, Oregon Transfer
      i. Remove HE-163 and HE-164 from General Education list.

Motion to approve, approved

f. **Horticulture Changes**
   a. **New Courses**

   April Chastain presented
      i. BA-207
         1. This course supports the efforts of those students seeking to prepare and possibly start their own business venture within the scope of their chosen CTE program.
         2. This will replace BA-101 in the Horticulture programs.
      ii. HOR-249
         1. Re-accreditation with the National Association of Landscape Professionals (NALP) and feedback from alumni and advisory committee recommended that we expand student education on business-related topics and expose students to more industry specific software for bidding and estimating.
   b. **Course Reactivation**
      i. HOR-213
         1. Adding back to electives for Horticulture programs. A result of the re-accreditation process. It was recommended that students have more computer skills. Now that the computer lab has been updated, Horticulture can offer this course again.
   c. **Program Amendments**
      i. Horticulture AAS
         1. Remove: SPN-101, BA-101, Add: HOR-118, BA-207.
         2. Added HOR-212, HOR-213, HOR-249 to electives. Removed HOR-126, HOR-127, HOR-128, HOR-129 from electives
         3. No change to total credits.
      ii. Landscape Management AAS
         1. Remove: SPN-101, BA-101, HOR-126, HOR-127, HOR-128, HOR-129. Add: HOR-118, BA-207, HOR-249.
         2. Remove HORT-126, HOR-127, HOR-128, HOR-129 from electives. Add HOR-213 to electives
         3. Total credits change from 97-98 to 96-97.
      iii. Landscape Management AAS, Arboriculture Option
         1. Only change is adding BA-207, HOR-118, HOR-249 to electives. Removing BA-101, SPN-101 form electives

iv. Organic Farming CC
1. Only change is adding BA-119, BA-207, HOR-212 to electives

Motion to approve, approved

g. **AS Engineering Amendments**
   a. Eric Lee presented
   b. AS, Renewable Energy Engineering, OIT
      i. Move MTH-261, MTH-254. Remove WR-122Z.
      ii. Total credits change from 99-103 to 96-99
   c. AS, Mechanical Engineering, OIT
      i. Remove WR-122Z. Total credits change from 103-105 to 99-101

Motion to approve, approved

h. **AS Engineering Program Learning Outcomes (PLOs)**
   a. Eric Lee presented
   b. Minor change to last PLO for all AS Engineering program per the request/recommendation of a math instructor.

i. **NUR-101, NUR-101C Inactivations**
   a. Virginia Chambers presented
   b. OSBN Division 61 discontinued CNA2 endorsement - July 2023.

Motion to approve, approved

j. **Gerontology CC Amendment**
   a. Virginia Chambers presented for Yvonne Smith
   b. Only change is removing NUR-101 and NUR-101C from electives

Motion to approve, approved

k. **IDTD Amendments**

Mike Mattson presented

   a. Computer-Aided Manufacturing AAS
      i. Total credits change from 97-98 to 98-100.
      ii. Adding MTH-065 or higher as an option to MTH-050. Adding MTH-095 as an option to MTH-080. Requiring both CDT-130 and CDT-223 instead of only one. Removed MTT-123. Adding Electives. Changing number of credits for HD-209 or MFG-280.
   b. Industrial Maintenance Technology AAS
      i. Total credits change from 98-99 to 94-96
      ii. Adding MTH-065 or higher as an option to MTH-050. Adding MTH-095 as an option to MTH-080. Changing number of credits for HD-209 or MFG-280. Removing CDT Electives.
   c. Machine Tool Technology AAS
      i. Total credits change from 97-100 to 93-97.
      ii. Adding MTH-065 or higher as an option to MTH-050. Adding MTH-095 as an option to MTH-080. Removed MTT-123. Added HD-209 or MFG-280. Changing last term of electives from 3-4 to 4. Added CDT-130 to electives.
   d. Computer-Aided Drafting (CAD) CC
      i. Adding MTH-065 or higher as an option to MTH-050
   e. Industrial Maintenance Technology CC
      i. Adding MTH-065 or higher as an option to MTH-050. Adding MTH-095 as an option to MTH-080.
      ii. Total credits change from 53 to 53-54.

Motion to approve, approved

5. **Old Business**
6. **New Business**
7. **Closing Comments**

-Meeting Adjourned-

Next Meeting: March 1, 2024 (8-9:30am)

Clackamas Community College

CONSENT AGENDA

1. Course Title Change

Course	Current Title	Proposed Title
APR-102IE	Inside Electrical Residential Installations	IEC NWT Oregon 1st Year (Residential)
APR-103IE	Inside Electrical Intro to Theory	IEC NWT Oregon 1st Year (Theory)
APR-151IE	Inside Electrical Intro to National Electrical Code (NEC)	IEC NWT Oregon 2nd Year (NEC Code Overview)
APR-152IE	Inside Electrical Advanced Theory and Blueprints	IEC NWT Oregon 2nd Year (Theory and Blueprint Reading)
APR-201IE	Inside Electrical Grounding, Bonding, and Motors	IEC NWT Oregon 3rd Year (Grounding and Motors)
APR-202IE	Inside Electrical Controls and Automation	IEC NWT Oregon 3rd Year (Controls)
APR-250IE	Inside Electrical NEC Code Analysis I	IEC NW Oregon 4th Year (Licensing Exam Prep I)
APR-251IE	Inside Electrical NEC Code Analysis II	IEC NW Oregon 4th Year (Licensing Exam Prep II)

2. Course Number Change

Course	Title	Proposed Course Number

3. Outlines Reviewed for Approval

Course	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	2024/SP
APR-152IE	IEC NWT Oregon 2nd Year (Theory and Blueprint	2024/SP
APR-201IE	IEC NWT Oregon 3rd Year (Grounding and	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	2024/SP
ART-117	Basic Design: 3-Dimensional Composition	2024/SP
ART-205	History of Art/Romanesque Through Baroque	2024/SP
ART-206	History of Art/Enlightenment Through	2024/SP
ART-284	Painting: Still Life/Intermediate	2024/SP
ART-286	Painting: Landscapes/Intermediate	2024/SP
ART-291	Sculpture	2024/SP
CS-120	Survey of Computing	2024/SP
CS-125H	HTML & Web Site Design	2024/SP
CS-135DB	Microsoft Access	2024/SP
DMC-106	Animation & Motion Graphics I	2024/SU
DMC-107	Animation & Motion Graphics II	2024/SU
FRP-212	Wildfire Power Saws (S-212)	2024/SP
FRP-255	Physical Fitness and Nutrition for First	2024/SP
GER-101	First-Year German I	2024/SP

HOR-115	Horticulture Safety	2024/SP
HOR-212	Flower Arranger's Garden	2024/SP
HOR-285	Organic Farming/CWE	2024/SP
MUS-189	Performance & Repertoire	2024/SP
NRS-230	Clinical Pharmacology I	2024/SP
NRS-231	Clinical Pharmacology II	2024/SP
NRS-232	Pathophysiological Processes I	2024/SP
NRS-233	Pathophysiological Processes II	2024/SP

Course Change Request

Date Submitted: 02/20/24 9:13 am

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

Last approved: 02/14/24 3:47 am

Last edit: 02/21/24 9:43 am

Changes proposed by: Tiffany Kriesel (tiffany.kriesel)

Catalog Pages referencing this course

Apprenticeship (APR)

Programs referencing this course

AAS.ELECTRICIANIE: Electrician Apprenticeship Technologies (IE)

CC.ELECTRICIANIE: Electrician Apprenticeship Technologies (IE)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

In Workflow

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

Approval Path

1. 02/20/24 9:16 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 02/26/24 9:14 am Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum Committee Outline Review Team

History

1. Feb 14, 2024 by Tiffany Kriesel (tiffany.kriesel)

Are you the Faculty Contact Person?	No
Faculty Contact Email	jon.coulimore@clackamas.edu
Course Prefix	APR - Apprenticeship
Course Number	102IE
Department	Apprenticeship
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	Inside Electrical Residential Installations ~~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

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); ~~(PPE);~~
2	identify potential safety hazards in residential construction;
3	solve blueprint layouts using architect scale ruler; ~~ruler;~~
4	define electrical print symbols; ~~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; ~~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;

	Upon successful completion of this course, students should be able to:
16	describe ceiling fan requirements;
17	define electrical requirements for bathrooms, hallways, and porches;
18	estimate the load requirements for kitchen appliances;
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

Date Submitted: 02/20/24 9:13 am

Viewing: APR-103IE : Inside Electrical Intro to Theory ~~IEC NWT Oregon 1st Year (Theory)~~

Last approved: 02/14/24 3:47 am

Last edit: 02/21/24 9:44 am

Changes proposed by: Tiffany Kriesel (tiffany.kriesel)

Catalog Pages
referencing this
course

Apprenticeship (APR)

Programs
referencing this
course

AAS.ELECTRICIANIE: Electrician Apprenticeship Technologies (IE)

CC.ELECTRICIANIE: Electrician Apprenticeship Technologies (IE)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

In Workflow

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

Approval Path

1. 02/20/24 9:15 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 02/26/24 9:15 am Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum Committee Outline Review Team

History

1. Feb 14, 2024 by Tiffany Kriesel (tiffany.kriesel)

Are you the Faculty Contact Person?	No
Faculty Contact Email	jon.coulimore@clackamas.edu
Course Prefix	APR - Apprenticeship
Course Number	103IE
Department	Apprenticeship
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	Inside Electrical Intro to Theory ~~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

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; ~~circuits;~~
2	identify the different structures of atoms and how they relate to electricity; ~~electricity;~~
3	describe magnetic polarity and lines of force; ~~force;~~
4	analyze series circuits; ~~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
- Kirchhoff'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

Date Submitted: 02/20/24 9:15 am

Viewing: APR-151IE : Inside Electrical Intro to National Electrical Code (NEC) ~~IEC NWT Oregon 2nd Year (NEC Code Overview)~~

Last approved: 02/15/24 3:50 am

Last edit: 02/20/24 9:16 am

Changes proposed by: Tiffany Kriesel (tiffany.kriesel)

Catalog Pages referencing this course

Apprenticeship (APR)

Programs referencing this course

AAS.ELECTRICIANIE: Electrician Apprenticeship Technologies (IE)

CC.ELECTRICIANIE: Electrician Apprenticeship Technologies (IE)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

In Workflow

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

Approval Path

1. 02/20/24 9:16 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 02/26/24 9:15 am Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum Committee Outline Review Team

History

1. Feb 15, 2024 by Tiffany Kriesel (tiffany.kriesel)

Are you the Faculty Contact Person?	No
Faculty Contact Email	jon.coulimore@clackamas.edu
Course Prefix	APR - Apprenticeship
Course Number	151IE
Department	Apprenticeship
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	Inside Electrical Intro to National Electrical Code (NEC) ~~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

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

Date Submitted: 02/20/24 9:16 am

Viewing: **APR-152IE : Inside Electrical Advanced Theory and Blueprints ~~IEC NWT Oregon 2nd Year (Theory and Blueprint Reading)~~**

Last approved: 02/15/24 3:50 am

Last edit: 02/20/24 9:17 am

Changes proposed by: Tiffany Kriesel (tiffany.kriesel)

Catalog Pages referencing this course

Apprenticeship (APR)

Programs referencing this course

AAS.ELECTRICIANIE: Electrician Apprenticeship Technologies (IE)

CC.ELECTRICIANIE: Electrician Apprenticeship Technologies (IE)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

In Workflow

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

Approval Path

1. 02/20/24 9:17 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 02/26/24 9:17 am Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum Committee Outline Review Team

History

1. Feb 15, 2024 by Tiffany Kriesel (tiffany.kriesel)

Are you the Faculty Contact Person?

No

Faculty Contact Email

jon.coulimore@clackamas.edu

Course Prefix	APR - Apprenticeship
Course Number	152IE
Department	Apprenticeship
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	Inside Electrical Advanced Theory and Blueprints ~~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

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;

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

Date Submitted: 02/20/24 9:22 am

Viewing: APR-201IE : Inside Electrical Grounding, Bonding, and Motors ~~IEC NWT Oregon 3rd Year (Grounding and Motors)~~

Last approved: 02/14/24 7:58 am

Last edit: 02/21/24 9:49 am

Changes proposed by: Tiffany Kriesel (tiffany.kriesel)

Catalog Pages referencing this course

Apprenticeship (APR)

Programs referencing this course

AAS.ELECTRICIANIE: Electrician Apprenticeship Technologies (IE)

CC.ELECTRICIANIE: Electrician Apprenticeship Technologies (IE)

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. 02/20/24 9:18 am Megan Feagles (megan.feagles): Rollback to Initiator
2. 02/20/24 9:23 am Megan Feagles (megan.feagles): Approved for Curriculum Office
3. 02/26/24 9:17 am Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum Committee Outline Review Team

History

1. Feb 14, 2024 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
Department	Apprenticeship
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	Inside Electrical Grounding, Bonding, and Motors ~~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

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; ~~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

Megan Feagles (megan.feagles) (02/20/24 9:18 am): Rollback: Is the title correct? You want a period in the title? Just wanted to double check

Key: 4372

Preview Bridge

Course Change Request

Date Submitted: 02/20/24 9:18 am

Viewing: APR-202IE : Inside Electrical Controls and Automation ~~IEC NWT Oregon 3rd Year (Controls)~~

Last approved: 02/14/24 7:58 am

Last edit: 02/21/24 9:55 am

Changes proposed by: Tiffany Kriesel (tiffany.kriesel)

Catalog Pages referencing this course

Apprenticeship (APR)

Programs referencing this course

AAS.ELECTRICIANIE: Electrician Apprenticeship Technologies (IE)

CC.ELECTRICIANIE: Electrician Apprenticeship Technologies (IE)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

In Workflow

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

Approval Path

1. 02/20/24 9:19 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 02/26/24 9:18 am Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum Committee Outline Review Team

History

1. Feb 14, 2024 by Tiffany Kriesel (tiffany.kriesel)

Are you the Faculty Contact Person?	No
Faculty Contact Email	jon.coulimore@clackamas.edu
Course Prefix	APR - Apprenticeship
Course Number	202IE
Department	Apprenticeship
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	Inside Electrical Controls and Automation ~~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

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. ~~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

Date Submitted: 02/20/24 9:19 am

Viewing: **APR-250IE : Inside Electrical NEC Code Analysis I ~~IEC NW Oregon 4th Year (Licensing Exam Prep I)~~**

Last approved: 02/14/24 7:58 am

Last edit: 02/26/24 9:21 am

Changes proposed by: Tiffany Kriesel (tiffany.kriesel)

Catalog Pages referencing this course

Apprenticeship (APR)

Programs referencing this course

AAS.ELECTRICIANIE: Electrician Apprenticeship Technologies (IE)

CC.ELECTRICIANIE: Electrician Apprenticeship Technologies (IE)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

In Workflow

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

Approval Path

1. 02/20/24 9:20 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 02/26/24 9:22 am Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum Committee Outline Review Team

History

1. Feb 14, 2024 by Tiffany Kriesel (tiffany.kriesel)

Are you the Faculty Contact Person?	No
Faculty Contact Email	jon.coulimore@clackamas.edu
Course Prefix	APR - Apprenticeship
Course Number	250IE
Department	Apprenticeship
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	Inside Electrical NEC Code Analysis I ~~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 Electrical ~~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

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 Electrical ~~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. ~~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

Date Submitted: 02/20/24 9:21 am

Viewing: **APR-251IE : Inside Electrical NEC Code Analysis II ~~IEC NW Oregon 4th Year (Licensing Exam Prep II)~~**

Last approved: 02/14/24 7:58 am

Last edit: 02/21/24 9:45 am

Changes proposed by: Tiffany Kriesel (tiffany.kriesel)

Catalog Pages referencing this course

Apprenticeship (APR)

Programs referencing this course

AAS.ELECTRICIANIE: Electrician Apprenticeship Technologies (IE)

CC.ELECTRICIANIE: Electrician Apprenticeship Technologies (IE)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

In Workflow

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

Approval Path

1. 02/20/24 9:22 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 02/26/24 9:23 am Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum Committee Outline Review Team

History

1. Feb 14, 2024 by Tiffany Kriesel (tiffany.kriesel)

Are you the Faculty Contact Person?	No
Faculty Contact Email	jon.coulimore@clackamas.edu
Course Prefix	APR - Apprenticeship
Course Number	251IE
Department	Apprenticeship
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	Inside Electrical NEC Code Analysis II ~~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

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; ~~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;

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

Key: 4375

Preview Bridge

Course Change Request

Date Submitted: 02/01/24 2:04 pm

Viewing: ART-117 : Basic Design: 3-Dimensional Composition

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

Last edit: 02/16/24 7:30 am

Changes proposed by: Nora Brodnicki (norab)

Catalog Pages referencing this course

Art (ART)

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?

In Workflow

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

Approval Path

1. 02/01/24 2:06 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 02/22/24 9:06 am Patricia McFarland (patmc): Approved for DASC Curriculum Committee Outline Review Team

History

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

	Yes
Course Prefix	ART - Art
Course Number	117
Department	Art
Division	Arts and Sciences
Course Title	Basic Design: 3-Dimensional Composition

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 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

Examine the elements of form, space, ~~structure,~~ and structure. ~~sculpture.~~ Create works of art using various ~~sculptural~~ processes. Examine historical and contemporary issues and ideas relating to sculpture and 3-dimensional design.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least 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

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?

No

Course Certifications

Is this a Related Instruction course?

No

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

Yes

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 knowledge of ~~sculpture and~~ 3-dimensional design; (AL2)
2	articulate ~~sculpture and~~ design concepts in self and group critiques of compositions; (AL2)
3	identify and apply the language of visual form;
4	utilize problem-solving skills and 3-dimensional art and design;
5	demonstrate craftsmanship and skills in the use of ~~sculpture~~ materials and the creation of form; (AL1)
6	exhibit knowledge of historical and contemporary art issues and ideas related to 3-dimensional form; (AL2)
7	use 3-dimensional forms as a tool for self-expression; (AL1)
8	display a portfolio of original works of art. (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

Outcomes Assessment Strategies

Major Topic Outline

1. Exploration of visual rhythm, modular repetition, visual unity. 2. Exploration of glyptic process, material limits, positive-negative space. 3. Exploration of visual diversity, common

objects & materials, polarity of opposites. 4. Exploration of various elements of structure: Tension, gravity, weight, strength. 5. Exploration of the design process: How material and form are changed through variables. 6. Exploration of visual communication. 7. Historical development of the human form in sculpture. 8. Historical development of form and structure in architecture, sculpture, and design.

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)

ART-117

How does it transfer?

general education or distribution requirement

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

websites

OUS school to which the course will transfer

OSU - Oregon State University

Comparable course(s)

ART-117

How does it transfer?

general education or distribution requirement
required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

websites

OUS school to which the course will transfer

PSU - Portland State University

Comparable course(s)

ART-117

How does it transfer?

general education or distribution requirement
required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

websites

OUS school to which the course will transfer

UO - University of Oregon

Comparable course(s)

ART-117

How does it transfer?

general education or distribution requirement

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

websites

Please attach documentation

Reviewer Comments

Key: 180

Preview Bridge

Course Change Request

Date Submitted: 11/17/23 8:43 am

Viewing: ART-205 : History of Art/Romanesque Through Baroque

Last approved: 10/04/23 4:43 am

Last edit: 02/16/24 7:31 am

Changes proposed by: Nora Brodnicki (norab)

Catalog Pages referencing this course

Art (ART)

Programs referencing this course

AS.OSUINDMFGENG: AS, Industrial/Manufacturing Engineering, OSU
AS.OSUBIOLENGR: AS, Biological Engineering, OSU
AS.OSUSMECHENGR: AS, Mechanical Engineering, OSU
AS.PSUMECHENGR: AS, Mechanical Engineering, PSU
AAS.MICROSYSTECH: Microelectronics Systems Technology
AS.PSUMUSIC: AS, Music, PSU
AS.TBIOLOGY: Biology (AST)
AS.OSUBIOLOGY: AS, Biology, OSU
NA.OTM: Oregon Transfer Module
AS.OTBUSINESS: Business (ASOT)
AS.TCOMPSCIESWO, AS.TCOMPSCIOSPSUO: Computer Science (AST)
AS.TBUSINESS: Business (AST)
AS.OSUCHEMENGR: AS, Chemical Engineering, OSU
AS.OSUCIVILENGR: AS, Civil Engineering, OSU
AS.PSUCIVILENGR: AS, Civil Engineering, PSU
AS.PSUCOMPENGR: AS, Computer Engineering, PSU
AS.OTCOMPSCIENCE: Computer Science (ASOT)
AS.OSUCONENRMGT: AS, Construction Engineering Management, OSU
AS.OSUECOLENGR: AS, Ecological Engineering, OSU
AS.OSUELCOMPENGR: AS, Electrical Engineering, OSU
AS.PSUELECTENGR: AS, Electrical Engineering, PSU

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. 02/21/24 3:31 pm Debra Carino (dcarino): Approved for DASC Curriculum Committee Outline Review Team

History

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

AA.OREGONTRANSFER: Associate of Arts Oregon Transfer (AAOT)
AA.OTELEMED: Elementary Education (AAOT)
AGS.GENERAL: Associate of General Studies
AS.OSUENVIRENGR: AS, Environmental Engineering, OSU
AS.PSUENVIRENGR: AS, Environmental Engineering, PSU
AS.OSUGENHORT: AS, Horticulture, OSU

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

	Yes
Course Prefix	ART - Art
Course Number	205
Department	Art
Division	Arts and Sciences
Course Title	History of Art/Romanesque Through Baroque

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	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

Examines art, culture, and history from the Romanesque through the Baroque periods in art. This is a broad overview of art history that promotes an understanding of art and its history through readings, discussion, ~~lectures, discussions,~~ papers and exams.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least 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

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

WR-121Z ~~WRD-098 or placement in WR-121Z~~

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?

No

Course Certifications

Is this a Related Instruction course?

No

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

Yes

General Education Outcome(s)

Arts & Letters

Cultural Literacy

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	describe human culture and history in the context of art history; (AL1)(AL2)(CL1)
2	identify the various interpretations of art works; (AL1)

	Upon successful completion of this course, students should be able to:
3	identify and analyze art and artistic styles; (AL1)(CL1)
4	demonstrate a visual literacy and ~~begin to~~ recognize symbols and iconography in art; (CL1)
5	recognize formal elements and historical patterns from the Romanesque through the Baroque period in art history; (AL1)(AL2)(CL1)
6	research and write about artworks and their social, historical context and meaning; (AL1)(AL2)(CL1)
7	define art terminology.

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.

S

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

P

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

Presentations
Writing Assignments

Major Topic Outline

1. Romanesque Art. 2. Gothic Art. 3. Proto-Renaissance. 4. Early Renaissance. 5. High Renaissance in Italy. 7. Mannerism in Italy. 8. Northern Renaissance Art. 9. Art of Asia. 10. Art of the Americas. 11. Baroque Art (Rococo).

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)

ART-205

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

websites

OUS school to which the course will transfer

OIT - Oregon Institute of Technology

Comparable course(s)

ART-205

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

websites

OUS school to which the course will transfer

OSU - Oregon State University

Comparable course(s)

ART-205

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

websites

OUS school to which the course will transfer

OSU-C - OSU-Cascade

Comparable course(s)

ART-205

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

websites

OUS school to which the course will transfer

PSU - Portland State University

Comparable course(s)

ART-205

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

websites

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable course(s)

ART-205

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

websites

OUS school to which the course will transfer

UO - University of Oregon

Comparable course(s)

ART-205

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

websites

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable course(s)

ART-205

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

websites

Please attach documentation

Reviewer Comments

Key: 190

Preview Bridge

Course Change Request

Date Submitted: 11/17/23 8:48 am

Viewing: ART-206 : History of Art/Enlightenment Through Contemporary

Last approved: 10/04/23 4:43 am

Last edit: 02/16/24 7:31 am

Changes proposed by: Nora Brodnicki (norab)

Catalog Pages referencing this course

Art (ART)

Programs referencing this course

AS.OSUINDMFGENG: AS, Industrial/Manufacturing Engineering, OSU
AS.OSUBIOLENGR: AS, Biological Engineering, OSU
AS.OSUSMECHENGR: AS, Mechanical Engineering, OSU
AS.PSUMECHENGR: AS, Mechanical Engineering, PSU
AAS.MICROSYSTECH: Microelectronics Systems Technology
AS.PSUMUSIC: AS, Music, PSU
AS.TBIOLOGY: Biology (AST)
AS.OSUBIOLOGY: AS, Biology, OSU
NA.OTM: Oregon Transfer Module
AS.OTBUSINESS: Business (ASOT)
AS.TCOMPSCIESWO, AS.TCOMPSCIOSPSUO: Computer Science (AST)
AS.TBUSINESS: Business (AST)
AS.OSUCHEMENGR: AS, Chemical Engineering, OSU
AS.OSUCIVILENGR: AS, Civil Engineering, OSU
AS.PSUCIVILENGR: AS, Civil Engineering, PSU
AS.PSUCOMPENGR: AS, Computer Engineering, PSU
AS.OTCOMPSCIENCE: Computer Science (ASOT)
AS.OSUCONENRMGT: AS, Construction Engineering Management, OSU
AS.OSUECOLENGR: AS, Ecological Engineering, OSU
AS.OSUELCOMPENGR: AS, Electrical Engineering, OSU
AS.PSUELECTENGR: AS, Electrical Engineering, PSU

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 8:55 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 02/22/24 8:07 am Patricia McFarland (patmc): Approved for DASC Curriculum Committee Outline Review Team

History

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

AAS.ELECTRONENGTECH: Electronics Engineering Technology
AA.OREGONTRANSFER: Associate of Arts Oregon Transfer (AAOT)
AA.OTELEMED: Elementary Education (AAOT)
AGS.GENERAL: Associate of General Studies
AS.OSUENVIRENGR: AS, Environmental Engineering, OSU
AS.PSUENVIRENGR: AS, Environmental Engineering, PSU
AS.OSUGENHORT: AS, Horticulture, OSU

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix	ART - Art
Course Number	206
Department	Art
Division	Arts and Sciences
Course Title	History of Art/Enlightenment Through Contemporary

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	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

Examines art, culture, and history from the Enlightenment through the current century. This is a broad overview of art history that promotes an understanding of art and its history through readings, discussion, ~~lectures,~~ papers and exams.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least 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

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

WR-121Z ~~WRD-098 or placement in WR-121Z~~

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? Yes

General Education Outcome(s)

Arts & Letters

Cultural Literacy

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	describe human culture and history in the context of art history; (AL1)(AL2)(CL1)
2	identify the various interpretations of art works; (AL1)
3	identify and analyze art and artistic styles; (AL1)(CL1)
4	demonstrate a visual literacy and ~~begin to~~ recognize symbols and iconography in art; (CL1)
5	recognize formal elements and historical patterns from the Enlightenment through the present century in art history; (AL1)(AL2)(CL1)
6	research and write about artworks and their social, historical context and meaning; (AL1)(AL2)(CL1)
7	define art terminology.

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.

S

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

P

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

Presentations
Writing Assignments

Major Topic Outline

1. The Enlightenment. 2. Rococo ~~(Rococo~~ and 18th Century Art. ~~Art).~~ 3. Neoclassical Art. 4. Romanticism. 5. 19th Century Realism. 6. ~~Impressionism/ Japanesewoodblocks.~~Impressionism 7. ~~Impressionism/~~ Japanese woodblocks. ~~Post-Impressionism.~~8. African Art 1900-2000. ~~Expressionism andFauvism.~~9. Post-Impressionism. ~~Early Modern/ModernArt.~~10. Expressionism and Fauvism. ~~AbstractExpressionism.~~11. Early Modern 12. Modern Art. 11. Global Art after 1900. ~~1950.~~

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)

ART-206

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

websites

OUS school to which the course will transfer

OIT - Oregon Institute of Technology

Comparable course(s)

ART-206

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

websites

OUS school to which the course will transfer

OSU - Oregon State University

Comparable course(s)

ART-206

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

websites

OUS school to which the course will transfer

OSU-C - OSU-Cascade

Comparable course(s)

ART-206

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

websites

OUS school to which the course will transfer

PSU - Portland State University

Comparable course(s)

ART-206

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

websites

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable course(s)

ART-206

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

websites

OUS school to which the course will transfer

UO - University of Oregon

Comparable course(s)

ART-206

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

websites

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable course(s)

ART-206

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

websites

Please attach documentation

Reviewer Comments

Key: 191

Preview Bridge

Course Change Request

Date Submitted: 01/31/24 12:20 pm

Viewing: ART-284 : Painting: Still Life/Intermediate

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

Last edit: 02/22/24 9:23 am

Changes proposed by: Nora Brodnicki (norab)

Catalog Pages referencing this course

Art (ART)

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?

In Workflow

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

Approval Path

1. 01/31/24 12:21 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 02/22/24 9:04 am Patricia McFarland (patmc): Approved for DASC Curriculum Committee Outline Review Team

History

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

	Yes
Course Prefix	ART - Art
Course Number	284
Department	Art
Division	Arts and Sciences
Course Title	Painting: Still Life/Intermediate

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 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

Learn ~~Utilizes~~ intermediate painting tools, materials, ~~concepts, materials and~~ techniques, and elements of ~~with emphasis on~~ composition, color, value ~~gesture,~~ and space. ~~value.~~ Projects ~~will~~ involve observational painting with a focus on Still Life and its relationship to volume and form on a two-dimensional plane. Course includes painting, readings and group critiques. ~~Assignments include paintings, readings, and critique of projects.~~

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least 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

ART-281 ~~ART-283~~ 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?

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)

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 elements and principles of painting; ~~painting concepts;~~ (AL1)
2	articulate intermediate painting and design concepts in critique; ~~self and group critique of compositions;~~ (AL2)
3	create work ~~original works of art~~ that explores ~~explore painting and its connection to~~ ideas, iconography, and/or art; (AL1)
4	~~recognize and~~ utilize personal and/ or conceptual elements in work; ~~relation to art and painting;~~ (AL1)
5	explore ~~identify~~ the historical and contemporary significance of painting; (AL1)
6	demonstrate intermediate skills in the process of painting (application methods and techniques); ~~(brushes, acrylic paints, other paint materials);~~
7	demonstrate an ability to describe ~~represent~~ still objects in this medium;

	Upon successful completion of this course, students should be able to:
8	develop works for an art portfolio. ~~display 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

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. Organic form and still life. 5. Varied painting techniques and craft. 6. Explore manners and styles of painting.

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)

Painting 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 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 Painting courses.

OUS school to which the course will transfer

OSU - Oregon State University

Comparable
course(s)

Painting 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 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 Painting courses.

OUS school to which the course will transfer

OSU-C - OSU-Cascade

Comparable
course(s)

Painting 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 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 Painting courses.

OUS school to which the course will transfer

PSU - Portland State University

Comparable
course(s)

Painting 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 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 Painting courses.

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable
course(s)

Painting 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 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 Painting courses.

OUS school to which the course will transfer

UO - University of Oregon

Comparable
course(s)

Painting 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 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 Painting courses.

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable
course(s)

Painting 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 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 Painting courses.

Please attach documentation

Reviewer Comments

Key: 210

Preview Bridge

Course Change Request

Date Submitted: 01/31/24 12:28 pm

Viewing: ART-286 : Painting: Landscapes/Intermediate

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

Last edit: 02/22/24 7:59 am

Changes proposed by: Nora Brodnicki (norab)

Catalog Pages referencing this course

Art (ART)

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?

In Workflow

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

Approval Path

1. 01/31/24 12:29 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 02/21/24 3:37 pm Debra Carino (dcarino): Approved for DASC Curriculum Committee Outline Review Team

History

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

	Yes
Course Prefix	ART - Art
Course Number	286
Department	Art
Division	Arts and Sciences
Course Title	Painting: Landscapes/Intermediate

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 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

Learn ~~Utilizes~~ intermediate painting tools, materials, techniques, ~~concepts, materials~~ and elements of ~~techniques with emphasis on~~ composition, color, value ~~gesture~~ and space. ~~value.~~ Projects ~~will~~ involve observational painting with a focus on landscape and its relationship to volume and form on a two-dimensional plane. Course includes ~~Assignments include~~ painting, ~~drawing, assigned~~ readings and group critiques. ~~critiques of painting projects.~~

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least 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

ART-283 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?

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 elements and principles of painting; ~~painting concepts;~~ (AL1)
2	articulate painting and design concepts in critique; ~~self and group critique of compositions;~~ (AL2)
3	create work ~~original works of art~~ that explores ~~explore painting and its connection to~~ ideas, iconography, and/or art; (AL1)
4	~~recognize and~~ utilize personal and/ or conceptual elements in work; ~~relation to art and painting;~~ (AL1)
5	explore ~~identify~~ the historical and contemporary significance of painting; (AL1)
6	demonstrate intermediate ~~advanced~~ skills in the process of painting (application methods and techniques); ~~(brushes, acrylic paints, other paint materials);~~
7	demonstrate an ability to describe ~~represent~~ landscape in this medium;

	Upon successful completion of this course, students should be able to:
8	develop works for an art portfolio. ~~display 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.

C ~~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

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. Interior, exterior and imagined landscape.
5. ~~Landscape.6.~~Varied painting techniques and craft.
6. Explore manners and style of painting.

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)

Painting 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 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 Painting courses.

OUS school to which the course will transfer

OSU - Oregon State University

Comparable course(s)

Painting 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 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 Painting courses.

OUS school to which the course will transfer

OSU-C - OSU-Cascade

Comparable
course(s)

Painting 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 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 Painting courses.

OUS school to which the course will transfer

PSU - Portland State University

Comparable
course(s)

Painting 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 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 Painting courses.

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable
course(s)

Painting 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 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 Painting courses.

OUS school to which the course will transfer

UO - University of Oregon

Comparable
course(s)

Painting 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 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 Painting courses.

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable
course(s)

Painting 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 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 Painting courses.

Please attach documentation

Reviewer Comments

Course Change Request

Date Submitted: 02/01/24 2:08 pm

Viewing: ART-291 : Sculpture

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

Last edit: 02/01/24 2:11 pm

Changes proposed by: Nora Brodnicki (norab)

Catalog Pages referencing this course

Art (ART)

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?

In Workflow

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

Approval Path

1. 02/01/24 2:11 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 02/21/24 3:38 pm Debra Carino (dcarino): Approved for DASC Curriculum Committee Outline Review Team

History

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

	Yes
Course Prefix	ART - Art
Course Number	291
Department	Art
Division	Arts and Sciences
Course Title	Sculpture

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 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

Introduction to the processes and concepts of sculpture; the elements of form and space will be explored. Clay, plaster, mold making, carving, and assemblage will be introduced. Reference to historical and aesthetic content will be presented.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least 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

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

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)

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	identify and describe works from the culture and history related to the creation of sculptural forms; (AL2)
2	create sculptural works;(AL1)
3	create works that communicate a concept or idea; (AL1)
4	demonstrate group and self-critiquing skills; (AL2)
5	safely and correctly use of tools and materials to create sculptural works.

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

Projects

Major Topic Outline
1. Exploration of line. 2. Exploration of plane. 3. Exploration of mass. 4. Assemblage and mixed media. 5. Positive\negative form. 6. Introduction to historical, modern and current sculptural forms. 7. Introduction to sculptural history and connections to culture.

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)

PSU= ART 291, WOU= ART 290, SOU= ART 291, EOU= ART 290, U of O= ARTS 288

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

OSU - Oregon State University

Comparable course(s)

PSU= ART 291, WOU= ART 290, SOU= ART 291, EOU= ART 290, U of O= ARTS 288

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

OSU-C - OSU-Cascade

Comparable
course(s)

PSU= ART 291, WOU= ART 290, SOU= ART 291, EOU= ART 290, U of O= ARTS 288

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

PSU - Portland State University

Comparable
course(s)

PSU= ART 291, WOU= ART 290, SOU= ART 291, EOU= ART 290, U of O= ARTS 288

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

SOU - Southern Oregon University

Comparable
course(s)

PSU= ART 291, WOU= ART 290, SOU= ART 291, EOU= ART 290, U of O= ARTS 288

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)

PSU= ART 291, WOU= ART 290, SOU= ART 291, EOU= ART 290, U of O= ARTS 288

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

WOU - Western Oregon University

Comparable
course(s)

PSU= ART 291, WOU= ART 290, SOU= ART 291, EOU= ART 290, U of O= ARTS 288

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

Please attach documentation

Reviewer Comments

Course Change Request

Date Submitted: 02/14/24 9:13 am

Viewing: CS-120 : Survey of Computing

Last edit: 02/14/24 9:13 am

Changes proposed by: Becky Everett (becky.everett)

Catalog Pages referencing this course

Business Administration (BA)
Computer Science (CS)
Horticulture/Arboriculture/Landscape/Organic Farming (HOR)

Programs referencing this course

AS.UOBIOLOGY: AS, Biology, UofO
AS.PSUGEOLOGY: AS, Geology, PSU
CC.GERONTOLOGY: Gerontology

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person? No

Faculty Contact Email jen.miller@clackamas.edu

Course Prefix CS - Computer Science

In Workflow

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

Approval Path

1. 02/14/24 9:39 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 02/19/24 10:19 am Kerrie Hughes (kerrieh): Approved for DASC Curriculum Committee Outline Review Team

Course Number	120
Department	Computer Science
Division	Arts and Sciences
Course Title	Survey of Computing

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	22.00
Lab	
Activity	
Clinical	
Field	
CWE Seminar	
CPR	
Seminar	
Community Education/Drivers Ed	
Community Education/Adult	
Total	55

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

A computer competency course to familiarize students with computer concepts, software applications and the implications of living in the digital age. Introduces students to computer concepts, including, but not limited to the Microsoft Windows environment, Microsoft Office Applications, hardware terminology, social media and the Internet.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least 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

WRD-098 or placement in WR-121Z

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

~~Flash drive~~

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/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	recall common computer hardware-related terms and concepts;
2	describe major events in the history of computing, including the origin of modern computing, the evolution of the modern internet, and the evolution of the Graphical User Interface;
3	create and modify documents, spreadsheets, databases and presentations using MS Office;
4	demonstrate the successful creation of a proper email, including how to digitally attach documents to an email prior to sending;
5	demonstrate successfully navigating the MS Windows environment;
6	describe and implement effective file management, including saving files on a computer, thumb drive, and in the cloud;
7	discuss the role of computers and utilizing computers within the current industrial and technological environment;
8	review the implications of social media on personal and professional endeavors;
9	demonstrate using the Internet as a research tool for scholarly projects as well as for personal uses (e.g. shopping, travel).

Major Topic Outline

1. Introduction. 2. Computing Fundamentals. a. Essential computer hardware. b. The role of the operating system. c. Networking concepts. 3. Using Productivity Software. a. Creating an email. b. Creating a new Word document. c. Formatting and organizing. d. Importing text. e. Collaboration. f. Managing money formulas and functions. g. Giving meaning to data using charts. h. Creating and enriching presentations. i. Creating a customized database. 4. Living in the Digital Age. a. Understanding the internet. b. Searching for information. c. Communicating online.

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: 11/17/23 8:14 am

Viewing: CS-125H : HTML & Web Site Design

Last edit: 11/20/23 6:33 am

Changes proposed by: Debra Carino (dcarino)

Catalog Pages referencing this course

Computer Science (CS)

Programs referencing this course

AAS.FULLSTACK: Full-Stack Web Development
CC.FRONTENDDEV: Front-End Web Development
AAS.BUSINESS: Business
AAS.COMPNETADMIN: Computer & Network Administration
CC.COMPNETADMIN: Computer & Network Administration
CC.COMPAPPSPECIAL: Computer Application Specialist

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. 10/11/23 9:31 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 10/20/23 9:54 am Nora Brodnicki (norab): Rollback to Initiator
3. 11/17/23 8:56 am Megan Feagles (megan.feagles): Approved for Curriculum Office
4. 02/21/24 3:59 pm Nora Brodnicki (norab): Approved for DASC Curriculum Committee Outline Review Team

Are you the Faculty Contact Person?	Yes
Course Prefix	CS - Computer Science
Course Number	125H
Department	Computer Science
Division	Arts and Sciences
Course Title	HTML & Web Site Design

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	44.00
Lec/Lab	
Lab	
Activity	
Clinical	
Field	
CWE Seminar	
CPR	
Seminar	

Community Education/Drivers Ed

Community Education/Adult

Total 44

Proposed Effective Term Fall 2023

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

Hands-on approach to planning, design, and developing published web sites using HTML tags in a text editor. The class focuses on basic HTML coding using HTML 5 models. Hyperlinks, images, cascading style sheets, forms, accessibility and design principles will be covered, as well as tools such as FTP clients, accessibility checkers, and validators.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

BA-131 or CS-120 or higher or ~~or~~ placement into CS-125H

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/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)

Sciences

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	design and edit web pages using HTML coding including basic tags, lists, tables, hypertext links (relative, absolute, internal, and graphical);
2	format responsive web pages via the use of cascading style sheets;
3	transfer files (FTP) to a server;
4	perform simple graphic manipulations, including managing file size for images, simple animations, and image maps;
5	integrate existing web scripts into web pages and write very basic scripts using JavaScript behaviors;
6	use multimedia when developing web pages (adding audio, video, animation, browser plug-ins, streaming media, MIDI and music, and Java applets);
7	debug erroneous HTML/CSS code;

	Upon successful completion of this course, students should be able to:
8	discuss web design and analyze web pages for effective design techniques;
9	develop an understanding of intellectual property issues including free speech, censorship, cross-cultural publishing, and responsibility.

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.
P

Respond to the needs of diverse audiences and contexts.

Build and manage relationships.

MA: Mathematics Outcomes

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.

SC: Science or Computer Science Outcomes

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

P

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

P

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

Outcome Assessment Strategies

Outcomes Assessment Strategies

Projects
Rubrics

Major Topic Outline

1. Designing a web site. a. Story boarding. b. Organizing files. c. Understanding your audience. 2. HTML building blocks. a. HTML tags. a1. Block tags. a2. Inline tags. a3. Lists. b. Special symbols. c. Hosting of web sites. 3. Links. a. Absolute vs. relative. b. External links. c. Internal links. d. Anchors. 4. Cascading style sheets. a. Motivation for content/presentation markup separation. b. Creating local, embedded, external styles. c. Create CSS-based page layouts. c1. Use of the div tag. c2. Use of float. c3. Static vs. fluid layouts. d. Style resources & validators. 5. Tables. a. Headers. b. Captions. c. Column and row groups. d. Spanning. e. Changing width and height. f. Aligning cell contents. g. Table, row, and cell formatting. 6. Forms. a. The FORM tag. b. Basic form elements. c. Form design. d. Form actions. 7. Responsive Web Design a. Media queries b. Responsive images c. Flexboxes 8. Scripts. a. Understanding scripting languages. b. JavaScript tutorials. c. Using JavaScript with forms. c1. Calculations. c2. Validation. c3. Dates. d. JavaScript resources.

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

OIT - Oregon Institute of Technology

Comparable course(s)

How does it transfer?

other (provide details)

Details of how course transfers

The Bachelor of Applied Science in Technology & Management at OIT lists 60 credits of CTE courses as the requirements for the first 4 terms of the degree. CS 125H qualifies as a CTE course for this degree.

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Course lists provided from the institution along with OIT program information (see https://catalog.oit.edu/preview_program.php?catoid=14&poid=3576)

Please attach documentation

Reviewer Comments

Nora Brodnicki (norab) (10/20/23 9:54 am): Rollback: transfer info

Key: 453

Preview Bridge

Course Change Request

Date Submitted: 11/17/23 8:12 am

Viewing: CS-135DB : Microsoft Access

Last edit: 11/20/23 6:33 am

Changes proposed by: Debra Carino (dcarino)

Catalog Pages referencing this course

Computer Science (CS)

Programs referencing this course

AAS.FULLSTACK: Full-Stack Web Development

AAS.COMPNETADMIN: Computer & Network Administration

CC.COMPAPPSPECIAL: Computer Application Specialist

Credits/Hours/Instructional Method Change

In Workflow

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

Approval Path

1. 10/11/23 9:31 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 10/20/23 12:25 pm Deanna Myers (deanna.myers): Rollback to Initiator
3. 11/17/23 8:56 am Megan Feagles (megan.feagles): Approved for Curriculum Office
4. 02/21/24 3:12 pm Deanna Myers (deanna.myers): Approved for DASC Curriculum Committee Outline Review Team

Is Topic Shell Course?

Are you the Faculty Contact Person?	Yes
Course Prefix	CS - Computer Science
Course Number	135DB
Department	Computer Science
Division	Arts and Sciences
Course Title	Microsoft Access

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	33.00
Lec/Lab	
Lab	
Activity	
Clinical	
Field	
CWE Seminar	
CPR	
Seminar	

Community Education/Drivers Ed

Community Education/Adult

Total 33

Proposed Effective Term Fall 2023

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

Focuses on the advanced database capabilities using a current version of Microsoft Access. Topics include design, construction, and documentation of a database management system, designing reports, forms, advanced form techniques, advanced queries, customizing tables, and creating and using an application system with macros.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least 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

BA-131 or CS-120 or higher or ~~or~~ placement into CS-135DB

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/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	design, develop, update, customize, and maintain an Access relational database including: tables, forms, queries, and reports;
2	develop design guidelines that reduce data input errors and maintain referential integrity;
3	define and apply one-to-one, one-to-many and many-to-many relationship in a relational database management system;
4	use macros, switchboards and Visual Basic for Application code to create custom database applications.

Major Topic Outline

1. Introduction to Microsoft Access. a. Navigation. b. Views. 2. Maintaining a Database. a. Data entry via tables and forms. b. Analyzing table structure. c. Renaming objects. 3. Creating tables. a. Needs analysis. b. Normalization. c. Creating relationships. 4. Creating forms. a. Single table forms. b. Forms with sub-forms. c. Using the form design view. 5. Querying a database. a. Comparison queries. b. Creating calculated fields. c. Creating parameter queries. d. Aggregation queries. e. Action queries. 6. Integrating Access with other software. a. Creating documents. b. Data Access pages. c. Importing & exporting data. d. Using Access as a mail merge source. 7. Creating macros and modules. a. Using the macro editor to automate database processes. b. Creating command buttons and attaching macros. c. Using Visual Basic for Applications to create custom modules.

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)

How does it transfer?

~~general elective~~

Evidence of transferability

OUS school to which the course will transfer

~~OIT - Oregon Institute of Technology~~

Comparable
course(s)

How does it transfer?

~~general elective~~

Evidence of transferability

OUS school to which the course will transfer

~~OSU - Oregon State University~~

Comparable
course(s)

How does it transfer?

~~general elective~~

Evidence of transferability

OUS school to which the course will transfer

~~OSU-C - OSU-Cascade~~

Comparable
course(s)

How does it transfer?

~~general elective~~

Evidence of transferability

OUS school to which the course will transfer

~~PSU - Portland State University~~

Comparable
course(s)

How does it transfer?

~~general elective~~

Evidence of transferability

OUS school to which the course will transfer

~~SOU - Southern Oregon University~~

Comparable
course(s)

How does it transfer?

~~general elective~~

Evidence of transferability

OUS school to which the course will transfer

~~UO - University of Oregon~~

Comparable
course(s)

How does it transfer?

~~general elective~~

Evidence of transferability

OUS school to which the course will transfer

~~WOU - Western Oregon University~~

Comparable
course(s)

How does it transfer?

~~general elective~~

Evidence of transferability

OUS school to which the course will transfer

OIT - Oregon Institute of Technology

Comparable
course(s)

How does it transfer?

other (provide details)

Details of how course transfers

The Bachelor of Applied Science in Technology & Management at OIT lists 60 credits of CTE courses as the requirements for the first 4 terms of the degree. CS 135DB qualifies as a CTE course for this degree.

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Course lists provided from the institution along with OIT program information (see https://catalog.oit.edu/preview_program.php?catoid=14&poid=3576)

Please attach documentation

Reviewer Comments

Deanna Myers (deanna.myers) (10/20/23 12:25 pm): Rollback: transfer

Key: 456

Preview Bridge

Course Change Request

Date Submitted: 01/10/24 12:14 pm

Viewing: DMC-106 : Animation & Motion Graphics I

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

Last edit: 01/10/24 12:16 pm

Changes proposed by: Nora Brodnicki (norab)

Catalog Pages referencing this course

Digital Media Communications (DMC)

Programs referencing this course

CC.VIDEOPRODTECH: Video Production Technician

AAS.DMC1: Digital Media Communications

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

In Workflow

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

Approval Path

1. 01/10/24 12:17 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 02/21/24 3:36 pm Debra Carino (dcarino): Approved for DASC Curriculum Committee Outline Review Team

History

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

	Yes
Course Prefix	DMC - Digital Media Communications
Course Number	106
Department	Art
Division	Arts and Sciences
Course Title	Animation & Motion Graphics I

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 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

Introduction to the fundamentals of animation and motion graphics design. This project-based course will explore experimental and new technological approaches to creating digital effects and animation for video and web-based applications. Students will learn the basics of industry standard 3D and compositing software to create successful VFX, 3D Animation, and Motion Graphics projects.

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

DMC-104 or DMC-225 ~~ART-225 and DMC-104~~

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

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	proficiently use the Adobe After Effects software compositing tools and timeline for the creation of a motion graphics reel;
2	model 3D assets for a composition using Maxon Cinema 4D software;
3	create a composition that exhibits an understanding of the integration of video, graphics, audio, animation, and/or 3D models;
4	create layers and apply keyframes for text, shape, and character animations;
5	render and output motion graphics and VFX projects for video and the web;
6	discuss the history of time-based media and the various stages of the animation process from character and script development through storyboarding, keyframing, timing and integration of various media;
7	convert the workflow of commercial art projects, from concept sketches to the final product.

Major Topic Outline

1. Introduction to Motion Graphics Workflow. 2. Basic Animation, Compositing and Presets. 3. Basic Layers & Keyframes. 4. Basic Text Animation. 5. Basic Abstract & Shape Animation. 6.

Basic Masking. 7. Basic 3D Character Animation workflow. 8. Basic 3D Modeling. 9. Basic 3D Animation. 10. Rendering & Output.

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: 516

Preview Bridge

Course Change Request

Date Submitted: 01/10/24 12:15 pm

Viewing: DMC-107 : Animation & Motion Graphics II

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

Last edit: 01/10/24 12:17 pm

Changes proposed by: Nora Brodnicki (norab)

Catalog Pages referencing this course

Digital Media Communications (DMC)

Programs referencing this course

AAS.DMC1: Digital Media Communications

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

In Workflow

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

Approval Path

1. 01/10/24 12:18 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 02/22/24 8:39 am Patricia McFarland (patmc): Approved for DASC Curriculum Committee Outline Review Team

History

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

	Yes
Course Prefix	DMC - Digital Media Communications
Course Number	107
Department	Art
Division	Arts and Sciences
Course Title	Animation & Motion Graphics II

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 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 project-based course will explore intermediate aspects of experimental and new technological approaches to creating digital effects and animation for video and web-based applications. Students will learn intermediate features of Adobe After Effects to create successful motion graphics projects.

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

DMC-106

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

~~ART-225,~~ DMC-104, DMC-221, and DMC-225. ~~DMC-221.~~ Previous experience with computer graphics and digital video

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?

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	proficiently use the Adobe After Effects software compositing tools and timeline for the creation of a portfolio quality motion graphics reel;
2	create intermediate level animation using Adobe After Effects using an understanding of the integration of video, graphics, audio, animation, and/or still images;
3	create advanced layer and keyframe functions for text, shape, and character animations;
4	render and output a motion graphics project for video and the web;
5	discuss the history of time-based media and the various stages of the animation process from character and script development through storyboarding, keyframing, timing and integration of various media;
6	convert the workflow of commercial art projects, from concept sketches to the final product.

Major Topic Outline

1. Motion Graphics Workflow. 2. Animation Compositing and Presets. 3. Layers & Keyframes. 4. Text Animation. 5. Abstract & Shape Animation. 6. Lights and Cameras. 7. Masking. 8. Character Animation. 9. Narrative Development. 10. Basic 3D Modeling. 11. Basic 3D Animation. 12. Rendering & Output.

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: 517

Preview Bridge

Course Change Request

Date Submitted: 02/07/24 5:11 pm

Viewing: FRP-212 : Wildfire Power Saws (S-212)

Last edit: 02/07/24 5:11 pm

Changes proposed by: Jordan Gulley (jordan.gulley)

Catalog Pages
referencing this
course
Fire Science (Wildland) (FRP)

Programs
referencing this
course
AAS.WLDLNDMGMT: Wildland Fire Management

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix	FRP - Fire Science (Wildland)
Course Number	212

In Workflow

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

Approval Path

1. 02/08/24 4:51 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 02/26/24 9:35 am Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum Committee Outline Review Team

Department	Wildland Fire
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	Wildfire Power Saws (S-212)

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	40.00
Lab	
Activity	
Clinical	
Field	
CWE Seminar	
CPR	
Seminar	
Community Education/Drivers Ed	
Community Education/Adult	
Total	40

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

The course lessons provide introduction to the function, maintenance, and use of internal combustion engine-powered chainsaws, and their tactical wildland fire application. Field exercises support entry-level training for firefighters with little or no previous experience in operating a chainsaw, providing hands-on cutting experience in surroundings similar to fireline situations. 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?

No

Course Requisites

Required

Prerequisites

FRP-130 (S-130/S-190/L-180), FRP-250

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Students must be at least 18 years of age. Must have current first aid, CPR and AED certification

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?

Not Offered Every Term

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	define and apply chain saw safety standards as required by Occupational Safety and Health Administration (OSHA) and agency handbooks, manuals, directives and owner's manual;
2	identify and demonstrate basic chain saw operation, troubleshooting, maintenance and safety features;
3	demonstrate the tactical application of chain saws in wildland fire line construction and mop up operations; ~~operations.~~
4	define risk management, human factors, and sawyer safety expectations.

Major Topic Outline

1.Introduction to saw operations
2.Chain saw basics
3.Chainsaw brushing, limbing, and bucking
4.Chain saw directional felling
5.Hung-up trees
6.Fireline Operations ~~1.Wildfire power saw components.2.Felling and limbing techniques for trees, brush, and downed logs.3.Chain saw safety.4.Chain saw maintenance.5.Safe and effective use of a chain saw.6.Field exercises.~~

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

Yes

Supports Green Services

No

Percent of Course 5

Course Transferability

Please attach documentation

Reviewer Comments

Key: 767

Preview Bridge

Course Change Request

Date Submitted: 02/15/24 10:09 am

Viewing: FRP-255 : Physical Fitness and Nutrition for First Responders

Last approved: 02/15/24 3:49 am

Last edit: 02/15/24 10:18 am

Changes proposed by: Jordan Gulley (jordan.gulley)

Catalog Pages
referencing this
course
Fire Science (Wildland) (FRP)
Related Instruction

Programs
referencing this
course
AAS.WLDLNDMGMT: Wildland Fire Management

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

In Workflow

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

Approval Path

1. 02/15/24 10:18 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 02/26/24 9:37 am Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum Committee Outline Review Team

History

1. Feb 15, 2024 by Megan Feagles (megan.feagles)

Are you the Faculty Contact Person?	Yes
Course Prefix	FRP - Fire Science (Wildland)
Course Number	255
Department	Wildland Fire
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	Physical Fitness and Nutrition for First Responders

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course
Allow Pass/No Pass	Yes
Only Pass/No Pass	No
Audit	No
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 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 will assist the student in meeting the physical fitness requirements for work in firefighting, and emergency medical services. Includes individual conditioning strategies, nutritional guidelines, basic exercise principles, pre-employment and lifelong fitness and conditioning. The course will prepare students for activities like the Candidate Physical Abilities Test (CPAT), work capacity test and other physical ability tests required for first responders. May be repeated for up to 6 credits.

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 ~~No~~

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

Course Requisites

Required

Prerequisites

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Complete a physical performed by a licensed physician ~~doctor~~ prior to attending

Recommended

Have adequate outdoor exercise attire and be prepared for arduous physical activity

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?

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?

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	design and apply a lifelong personal fitness and nutrition program to improve personal physical condition and wellness, to meet the physical requirements of structural and wildland firefighting, and emergency medical services tasks;
2	apply skills related to the physical and mental aspects of performance required as a first responder;
3	apply decision-making skills related to health and fitness to improve performance, productivity, and quality of life in the workplace;
4	adjust and adapt physically and mentally to environmental factors present (e.g., protective clothing, equipment) and tasks involved in responding to emergencies.

Major Topic Outline

1. Physical requirements of first responders. 2. Exercise principles and physiology. 3. Physical fitness including; flexibility, aerobic conditioning, muscular strength and muscular endurance. 4. Nutrition for arduous activity. 5. Injury prevention. 6. Physical effects of environment. 7. Proper exercise techniques. 8. Mental aspects of performance.

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: 783

Preview Bridge

Course Change Request

Date Submitted: 10/08/23 11:52 am

Viewing: GER-101 : First-Year German I

Last edit: 10/31/23 8:07 am

Changes proposed by: Ernesto Hernandez (ernesto.hernandez)

Catalog Pages referencing this course

German (GER)

Credits/Hours/Instructional Method Change

No

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix	GER - German
Course Number	101
Department	World Languages

In Workflow

1. **Curriculum Office**
2. **DASC Curriculum Committee Outline Review Team**
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. 02/22/24 8:08 am Patricia McFarland (patmc): Approved for DASC Curriculum Committee Outline Review Team

Division	Arts and Sciences
Course Title	First-Year German I

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	44.00
Lec/Lab	
Lab	
Activity	
Clinical	
Field	
CWE Seminar	
CPR	
Seminar	
Community Education/Drivers Ed	
Community Education/Adult	
Total	44
Proposed Effective Term	Winter 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

First term of a three-term foundational sequence in beginning German designed to give students basic communicative proficiency in the target language. Students will practice all four skills: ~~Introduces the sound system and basic structural patterns ofGerman.~~listening, ~~Develops the skills of listening comprehension,~~ speaking, reading, and writing. Special attention is paid to pronunciation, essential grammar structures, and cross-cultural discussion and analysis. ~~Teaches recognition of cultural similarities and differences.First of a three-term 1st year sequence.~~

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least 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

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

WRD-098 or placement in WR-121Z

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?

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	recognize and demonstrate the basic pronunciation patterns and sounds of the German language including using the alphabet to spell out names or addresses; ~~pronounce memorized words and read simple texts with a pronunciation recognizable to a native speaker;~~
2	demonstrate knowledge of ~~use both formal~~ and correctly use formal ~~informal, singular~~ and informal ~~plural~~ forms in ~~of address to act out a greeting, an exchange of~~ basic communicative situations such as greetings, introductions, simple personal questions ~~courtesies,~~ and answers, and goodbyes; ~~a leave-taking;~~
3	demonstrate knowledge of and correctly use essential grammar such as articles, pronouns, singular and plural, simple negation, basic adjectives and interrogatives as presented in course materials; ~~describe, in English, situations in which formal and informal forms of address are used in German-speaking countries;~~
4	use cardinal numbers 0-1000; ~~use both formal and informal, singular and plural forms of address to request and give personal information;~~
5	use vocabulary for days of the week and dates, classroom objects, common personal and household items, and basic jobs and professions for self and others; ~~count and write numbers up to 100;~~
6	use common regular verbs [arbeiten, gehen, machen, lernen, sagen, etc] as well as irregular 'sein' and 'haben' with appropriate personal and/or possessive pronouns

	Upon successful completion of this course, students should be able to:
	according to course materials; ~~demonstrate knowledge of the German alphabet by spelling out names and addresses;~~
7	give simple descriptions, explanations or opinions in English and/or the target language on selected cultural topics of the term such as the use of formal and informal, identifying Germans-speaking countries, differences among German-speaking countries or between North American and German society. ~~use the "sein" to identify their's and someone else's role in life and/or a job;~~
~~8~~	~~say the days of the week and the date of the current class session;~~
~~9~~	~~name objects in the classroom and personal possessions used in the classroom;~~
~~10~~	~~name de countries where German is an official language and locate them on a map;~~
~~11~~	~~use definite and indefinite articles, personal and possessive pronouns with the verb "haben" to discuss items that they have and don't have;~~
~~12~~	~~use articles, pronouns and verbs and describe, in English, how they function in a German sentence.~~

Major Topic Outline

1. German sound system. 2. Using the alphabet. ~~Greetings andfarewells.~~3. Greetings, introductions, courtesies, farewells. ~~Counting to1000.~~4. Addresses, ~~Identifying~~ place of origin, ~~address,~~ age. ~~Alphabet,spelling.~~5. Cardinal numbers to 1,000 6. ~~Identifying life roles, jobs andprofessions.6.Identifying place of origin, address,age.7.~~Days of the week and dates. 7. Classroom, household, personal and other everyday objects. 8. ~~Identifying objects in theclassroom.9.~~Names and locations of German-speaking countries. ~~10.Household items— their characteristics, functions and costs.~~

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)

1. PSU: equivalent GER 101 2. OSU: GER 111 3. WOU: GL 101 D First Year German. 4. OIT: GERM 101 First Year German FOR I 000 Foreign Language First Year. 5. UO: equivalent to their GER 101 6. SOU: transfer as GL 101 - Beginning German Language 7. EOU: GERM 101 First Year; GERMAN AEH (General Ed - Aesthetics and Humanities)

How does it transfer?

general elective

Evidence of transferability

OUS school to which the course will transfer

OIT - Oregon Institute of Technology

Comparable
course(s)

1. PSU: equivalent GER 101 2. OSU: GER 111 3. WOU: GL 101 D First Year German. 4. OIT: GERM 101 First Year German FOR I 000 Foreign Language First Year. 5. UO: equivalent to their GER 101 6. SOU: transfer as GL 101 - Beginning German Language 7. EOU: GERM 101 First Year; GERMAN AEH (General Ed - Aesthetics and Humanities)

How does it transfer?

general elective

Evidence of transferability

OUS school to which the course will transfer

OSU - Oregon State University

Comparable
course(s)

1. PSU: equivalent GER 101 2. OSU: GER 111 3. WOU: GL 101 D First Year German. 4. OIT: GERM 101 First Year German FOR I 000 Foreign Language First Year. 5. UO: equivalent to their GER 101 6. SOU: transfer as GL 101 - Beginning German Language 7. EOU: GERM 101 First Year; GERMAN AEH (General Ed - Aesthetics and Humanities)

How does it transfer?

general elective

Evidence of transferability

OUS school to which the course will transfer

PSU - Portland State University

Comparable
course(s)

1. PSU: equivalent GER 101 2. OSU: GER 111 3. WOU: GL 101 D First Year German. 4. OIT: GERM 101 First Year German FOR I 000 Foreign Language First Year. 5. UO: equivalent to their GER 101 6. SOU: transfer as GL 101 - Beginning German Language 7. EOU: GERM 101 First Year; GERMAN AEH (General Ed - Aesthetics and Humanities)

How does it transfer?

general elective

Evidence of transferability

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable
course(s)

1. PSU: equivalent GER 101 2. OSU: GER 111 3. WOU: GL 101 D First Year German. 4. OIT: GERM 101 First Year German FOR I 000 Foreign Language First Year. 5. UO: equivalent to their GER 101 6. SOU: transfer as GL 101 - Beginning German Language 7. EOU: GERM 101 First Year; GERMAN AEH (General Ed - Aesthetics and Humanities)

How does it transfer?

general elective

Evidence of transferability

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable
course(s)

1. PSU: equivalent GER 101 2. OSU: GER 111 3. WOU: GL 101 D First Year German. 4. OIT: GERM 101 First Year German FOR I 000 Foreign Language First Year. 5. UO: equivalent to their GER 101 6. SOU: transfer as GL 101 - Beginning German Language 7. EOU: GERM 101 First Year; GERMAN AEH (General Ed - Aesthetics and Humanities)

How does it transfer?

general elective

Evidence of transferability

Please attach documentation

Reviewer Comments

Key: 845

Preview Bridge

Course Change Request

Date Submitted: 11/10/23 3:37 pm

Viewing: HOR-115 : Horticulture Safety

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

Last edit: 11/12/23 3:53 pm

Changes proposed by: April Chastain (april.chastain)

Catalog Pages referencing this course

- Horticulture, AAS
- Horticulture/Arboriculture/Landscape/Organic Farming (HOR)
- Landscape Management, AAS
- Related Instruction

Programs referencing this course

- AAS.LANDSCAPEMGMT: Landscape Management
- AAS.LANDMGMTARBOR: Landscape Management AAS, Arboriculture Option
- CC.LANDSCAPEPRAC: Landscape Practices
- AAS.HORT1: Horticulture
- CC.HORT: Horticulture

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

In Workflow

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

Approval Path

1. 11/13/23 7:23 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 02/22/24 8:15 am Patricia McFarland (patmc): Approved for DASC Curriculum Committee Outline Review Team

History

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

	No

Faculty Contact
Email
jimwp@clackamas.edu

Course Prefix	HOR - Horticulture/Arboriculture/Landscape/Organic Farming
Course Number	115
Department	Horticulture
Division	Arts and Sciences
Course Title	Horticulture Safety

Grading

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

Contact hours

Lecture	10.00
Lec/Lab	
Lab	
Activity	
Clinical	
Field	
CWE Seminar	
CPR	

Seminar	
Community Education/Drivers Ed	
Community Education/Adult	
Total	10
Proposed Effective Term	Winter 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

Introduction to situational awareness and ~~Overview of~~ safe practices in the horticulture workplace to ~~which will~~ reduce the risk or chance for accidents and ~~and~~ injuries.

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?

Fall

Will this class use library resources?

No ~~Yes~~

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?

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	compare and contrast options for personal protective equipment and preventative measures to reduce risk of injury based on task and environment; ~~describe appropriate personal protective equipment for a variety of work activities;~~
2	explain situational awareness as it relates to safe work practices; ~~list key preventative measures that will reduce the occurrence of injuries;~~
3	describe the training process ~~safe procedures~~ for working with complex machinery ~~a variety of tools, equipment~~ and discuss the differences between an amateur and a professional; ~~vehicles;~~
4	explain how to safely work around electricity, and what to do in the event of fire; ~~demonstrate how to be safe when working near vehicle traffic;~~
5	explain how to safely work with pesticides, fertilizers ~~around electricity,~~ and other horticultural chemicals. ~~what to do in the event of fire;~~

	Upon successful completion of this course, students should be able to:
~~6~~	~~explain how to safely work with pesticides, fertilizers and other horticultural chemicals.~~

Major Topic Outline

1. ~~Preventativemeasures.~~Situational awareness
2. Role of regulatory agencies
3. Laws vs recommendations
4. Risk and liability
5. Common injuries and fatalities at work
6. ~~Personal protectiveequipment.3.Slips, trips andfalls.4.Materialhandling.5.Tools and machinerysafety.6.Vehiclesafety.~~Vehicular safety
7. Mental health and safety
8. ~~Pesticides and otherchemicals.8.Electricity andfire.~~Musculoskeletal disorders
9. ~~Roadsidesafety.~~Ergonomic movement
10. Avoiding slips, trips, and falls
11. Personal Protection Equipment (PPE)
12. Basics of chemical handling
13. Working in a team safely
14. Machinery and tool safety
15. Electricity and fire safety
16. ~~fire.~~ Weather and natural hazards ~~hazards. 11.Regulations (OSHA).~~

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

Yes ~~No~~

Percent of Course 25 ~~0~~

Course Transferability

Please attach documentation

Reviewer Comments

Key: 928

Preview Bridge

Course Change Request

Date Submitted: 01/04/24 3:07 pm

Viewing: HOR-212 : Flower Arranger's Garden

Last edit: 01/04/24 3:11 pm

Changes proposed by: April Chastain (april.chastain)

Programs referencing this course

CC.ORGANICFARM: Organic Farming

AAS.HORT1: Horticulture

In Workflow

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

Approval Path

1. 01/04/24 3:11 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 02/21/24 3:32 pm Debra Carino (dcarino): Approved for DASC Curriculum Committee Outline Review Team

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	212

Department	Horticulture
Division	Arts and Sciences
Course Title	Flower Arranger's Garden

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 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

Learn to identify and use organic methods to grow fall season plants which are suitable for use as cut flowers and foliage. Includes basic floral design and visits to local cutting gardens. Ideal for garden designers, home gardeners, and growers of commercial cutting gardens.

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 ~~Yes~~

When do you plan to offer this course?

Fall ~~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	identify simple and easy styles of floral design;
2	select and prepare proper container;
3	determine suitable types of flowers for specific arrangement styles and containers;
4	explain factors that impact cut flower/foliage longevity (vase life);
5	cite cultural and handling requirements for 40 unusual types of plants including woody shrubs, herbaceous perennials, annuals and biennials, native plants, and more;
6	demonstrate proper maintenance of fresh flower arrangements to allow for maximum longevity.

Major Topic Outline

1. Flower arrangement. a. Styles of arrangements. b. Container selection including traditional and new ideas. c. Form of the arrangement to suit style. d. Suitable species of flowers for specific styles. e. New ideas for the designer/arranger. f. Study of cut flower longevity. 2. Cultural requirements of 40 different annual and herbaceous. a. Perennial plants. b. Botanic name - common name. c. Exposure for maximum quality plant growth. d. Soil requirements for each species. e. Environmental considerations for plant culture. f. Harvest timing and conditioning for quality stems for arrangements.

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

No

Supports Green Services

Yes

Percent of Course 25

Course Transferability

Please attach documentation

Reviewer Comments

Key: 949

Preview Bridge

Course Change Request

Date Submitted: 12/15/23 10:28 am

Viewing: HOR-285 : Organic Farming/CWE

Last edit: 12/15/23 10:35 am

Changes proposed by: Loretta Mills (lorettam)

Catalog Pages
referencing this
course
Horticulture/Arboriculture/Landscape/Organic Farming (HOR)

Programs
referencing this
course
CC.ORGANICFARM: Organic Farming

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact
Email
april.chastain@clackamas.edu

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. 02/21/24 10:02 pm Charles Siegfried (csiegfried): Approved for DASC Curriculum Committee Outline Review Team

Course Prefix	HOR - Horticulture/Arboriculture/Landscape/Organic Farming
Course Number	285
Department	Horticulture
Division	Arts and Sciences
Course Title	Organic Farming/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

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 working with an agricultural business/farm. Students are expected ~~allowed~~ to work a minimum ~~enroll in CWE after completing nine credits~~ of 90 job site hours. ~~Organic Farming 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

Corequisites

CWE-281

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

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

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 related to organic farming. 2. Students, in cooperation with their instructor and employer, will set & 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

Yes

Clean up Natural Environment

Yes

Supports Green Services

Yes

Percent of Course 90

Course Transferability

Please attach documentation

Reviewer Comments

Key: 989

Preview Bridge

Course Change Request

Date Submitted: 02/15/24 1:28 pm

Viewing: MUS-189 : Performance & Repertoire

Last approved: 06/09/23 5:25 am

Last edit: 02/23/24 9:30 am

Changes proposed by: Lars Campbell (lars.campbell)

Catalog Pages
referencing this
course
Music (MUS)
Music Performance (MUP)

Programs
referencing this
course
AS.PSUMUSIC: AS, Music, PSU

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. 02/15/24 1:31 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 02/22/24 1:55 pm Gentiana Loeffler (gentiana.loeffler): Approved for DASC Curriculum Committee Outline Review Team

History

1. Jun 9, 2023 by Megan Feagles (megan.feagles)

Are you the Faculty Contact Person?	
	Yes
Course Prefix	MUS - Music
Course Number	189
Department	Music
Division	Arts and Sciences
Course Title	Performance & Repertoire

Grading

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

Contact hours

Lecture	11.00
Lec/Lab	
Lab	
Activity	
Clinical	
Field	
CWE Seminar	
CPR	
Seminar	
Community Education/Drivers Ed	

Community Education/Adult	
Total	11
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

A performance forum required for all students studying a classical instrument or voice at the MUP-171 to MUP-191 ~~MUP 171-191~~ and MUP-271 to MUP-291 ~~MUP 271-291~~ levels. Through weekly performance and critique, each student will develop proper stage manners and prepare for the end of term performance jury, and will also study the work to be performed through academic research. Students will have an opportunity to work with a professional accompanist. May be repeated for up to 6 credits. Required: Student Petition.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Elective Only
Foundational Requirement

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?	6

Course Requisites

Required

Prerequisites

Corequisites

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?	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	exhibit self-evaluation and musical growth;
2	demonstrate rehearsal and performance etiquette;
3	demonstrate musical professionalism;
4	demonstrate constructive criticism of other students' performances;
5	perform a successful jury at the end of the term.

Major Topic Outline

1. Preparing for a performance. 2. Student performances. 3. Jury.

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: 1275

Preview Bridge

Course Change Request

Date Submitted: 02/07/24 12:03 pm

Viewing: NRS-230 : Clinical Pharmacology I

Last edit: 02/26/24 9:47 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

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 7:32 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 02/07/24 11:51 am Erin Gravelle (erin.gravelle): Rollback to Initiator
3. 02/07/24 12:19 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
4. 02/26/24 9:42 am 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	230
Department	Health Sciences
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	Clinical Pharmacology I

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course
Allow Pass/No Pass	No
Audit	No
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 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 introduces the theoretical background that enables students to provide safe and effective care related to drugs and natural products to persons throughout the lifespan. It includes the foundational concepts of principles of pharmacology, nonopioid analgesics, and antibiotics, as well as additional classes of drugs. Students will learn to make selected clinical decisions in the context of nursing regarding using current, reliable sources of information, understanding of pharmacokinetics and pharmacodynamics, developmental physiologic considerations, monitoring and evaluating the effectiveness of drug therapy, teaching persons from diverse populations regarding safe and effective use of drugs and natural products, intervening to increase therapeutic benefits and reduce potential negative effects, and communicating appropriately with other health professionals regarding drug therapy. Drugs are studied by therapeutic or pharmacological class using an organized framework.

Type of Course (ACTI Code)

210 - Career Technical Preparatory

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

NRS-110 and NRS-110C

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Acceptance into the CCC nursing program

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	select ~~use current, reliable sources of information to access~~ pertinent information about drugs and natural products from current, reliable sources of information; a. ~~products, focusing on: a.~~identification of ~~identify~~ appropriate reliable sources of ~~of~~ information in specific nursing situations; ~~situations,~~ b. rapid and accurate retrieval of pertinent ~~use a current comprehensive drug~~ information from a current drug guide; c. ~~source to demonstrate accurate rapid retrieval of pertinent information;~~ accurate retrieval of information from a comprehensive drug information source;

	Upon successful completion of this course, students should be able to:
2	evaluate the effectiveness of drug therapy; a. ~~therapy, focusing on: a.~~selection and interpretation of basic focused nursing assessments to detect therapeutic effects; ~~effects, side effects and adverse reactions, and drug-drug, drug-food, and drug-natural product interactions for specific classes of drugs;~~ b. adverse ~~surveillance for vulnerability to negative~~ effects related to drug-drug, drug-food, ~~of specific classes of drugs based on age, developmental physiology,~~ and drug-natural product interactions for specific classes of drugs; c. ~~concurrent pathophysiology, psychopathology or other factors;~~ surveillance for vulnerability to negative effects of specific classes of drugs based on age, developmental physiology, genetic polymorphisms, and concurrent pathophysiology, psychopathology, or other factors;
3	teach patients, family members, and others from diverse populations across the lifespan regarding safe and effective use of drugs and natural products; ~~products, focusing on;~~ a. self-management of specific classes of over-the-counter and prescription drugs that are used episodically; ~~episodically,~~ b. self-management of specific classes of drugs that are taken for chronic conditions; ~~conditions,~~ c. how the action of specific classes of drugs relates to developmental, maturational, aging, neurochemical, and pathophysiological processes, or normal physiology; d. which adverse ~~side/adverse~~ effects of specific classes of drugs and natural products to self-manage and which ones to report to health professionals; e. ~~professionals, and how to avoid or recognize drug-drug, drug-food, and drug-natural product interactions with specific classes of drugs;~~ how to avoid or recognize drug-drug, drug-food, and drug-natural product interactions with specific classes of drugs;
4	identify appropriate nursing interventions to increase therapeutic benefits and reduce potential negative effects of drug therapy; a. ~~therapy, focusing on: a.~~ identification of basic nonpharmacological ~~non-pharmacological~~ nursing interventions that potentially enhance the effectiveness of specific classes of drugs; b. ~~drugs and assessment of barriers to adherence to drug therapy with specific classes of drugs,~~ assessment of barriers to adherence to drug therapy, including social determinants of health, with specific classes of drugs;
5	communicate appropriately with other health professionals regarding drug therapy; ~~therapy, focusing on;~~ a. using appropriate technical language related to pharmacology; ~~pharmacology,~~ b. explain ~~explaining~~ drug mechanisms of action and their relationship to normal physiology; c. ~~physiology, and reporting pertinent information about an individual's response to specific classes of drugs or natural products.~~ report pertinent information about an individual's response to specific classes of drugs or natural products.

Major Topic Outline

~~1.Safe, effective care related to drugs and naturalproducts.2.Reliable resources for information regarding medicationadministration.3.Pharmacokinetics andpharmacodynamics.4.Physiological considerations of medicationadministration.5.Pharmacological classifications ofmedications.6.Mathematics surrounding medicationadministration.7.~~Safe, effective care related to drugs and natural products

Reliable resources for information regarding medication administration

Pharmacokinetics and pharmacodynamics

Physiological considerations of medication administration

Pharmacological classifications of medications

Mathematics surrounding medication administration

Polypharmacy, lifespan considerations, over the counter medications, immunomodulated medications, analgesics (non-opiods/opiods), antimicrobials, cardiovascular, endocrine medications

~~medications.~~

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) (02/07/24 11:51 am): Rollback: Learning Outcome 1

Key: 1308

Preview Bridge

Course Change Request

Date Submitted: 02/07/24 12:03 pm

Viewing: NRS-231 : Clinical Pharmacology II

Last edit: 02/07/24 12:03 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 7:31 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 02/07/24 11:51 am Erin Gravelle (erin.gravelle): Rollback to Initiator
3. 02/07/24 12:20 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
4. 02/26/24 9:44 am 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.dolye@clackamas.edu

Course Prefix	NRS - Nursing
Course Number	231
Department	Health Sciences
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	Clinical Pharmacology II

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course
Allow Pass/No Pass	No
Audit	No
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 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 sequel to NRS-230 ~~Clinical Pharmacology I~~ continues to provide the theoretical background that enables students to provide safe and effective nursing care related to drugs and natural products to persons throughout the lifespan. Students will learn to make selected clinical decisions in the context of nursing regarding using current, reliable sources of information, monitoring and evaluating the effectiveness of drug therapy, teaching persons from diverse populations regarding safe and effective use of drugs and natural products, intervening to increase therapeutic benefits and reduce potential negative effects, and communicating appropriately with other health professionals regarding drug therapy. The course addresses additional classes of drugs and related natural products not contained in NRS-230. ~~NRS-230, Clinical Pharmacology I.~~

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-111C, and NRS-232

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Acceptance into the CCC nursing program

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	select pertinent information about drugs and natural products from current, reliable sources of information; a. identification of appropriate reliable sources of information in specific nursing situations; b. rapid and accurate retrieval of pertinent information from a current drug guide; c. accurate retrieval of information from a comprehensive drug information source; ~~identify safe practices/principles in relation to medication administration to patients across the lifespan,~~
2	evaluate the effectiveness of drug therapy; a. selection and interpretation of basic focused nursing assessments to detect therapeutic effects; b. adverse effects related to drug-drug, drug-food, and drug-natural product interactions for specific

	Upon successful completion of this course, students should be able to:
	classes of drugs; c. surveillance for vulnerability to negative effects of specific classes of drugs based on age, developmental physiology, genetic polymorphisms, and concurrent pathophysiology, psychopathology, or other factors; ~~understand pharmacokinetics and pharmacodynamics,~~
3	teach patients, family members, and others from diverse populations across the lifespan regarding safe and effective use of drugs and natural products; a. self-management of specific classes of over-the-counter and prescription drugs that are used episodically; b. self-management of specific classes of drugs that are taken for chronic conditions; c. how the action of specific classes of drugs relates to developmental, maturational, aging, neurochemical, and pathophysiological processes, or normal physiology; d. which adverse effects of specific classes of drugs and natural products to self-manage and which ones to report to health professionals; e. how to avoid or recognize drug-drug, drug-food, and drug-natural product interactions with specific classes of drugs; ~~use current, reliable sources of information when making decisions regarding medication administration;~~
4	identify appropriate nursing interventions to increase therapeutic benefits and reduce potential negative effects of drug therapy; a. identification of basic nonpharmacological nursing interventions that potentially enhance the effectiveness of specific classes of drugs; b. assessment of barriers ~~compute mathematical calculations related~~ to adherence to drug therapy, including social determinants of health, with specific classes of drugs; ~~the safe delivery of medications,~~
5	communicate appropriately with other health professionals regarding drug therapy; a. using appropriate technical language related to pharmacology; b. explain drug mechanisms of action and their relationship to normal physiology; c. report pertinent information about an individual's response to specific classes of drugs or natural products. ~~demonstrate understanding of physiological conditions that affect medication administration, absorption and effect.~~

Major Topic Outline

~~1.~~Safe, effective care related to drugs and natural products

Reliable resources for information regarding medication administration

Pharmacokinetics and pharmacodynamics

Physiological considerations of medication administration

Pharmacological classifications of medications. ~~products.~~

~~2.Reliable resources for information regarding medication administration.3.Pharmacokinetics and pharmacodynamics.4.Physiological considerations of medication administration.5.Pharmacological classifications of medications.~~

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) (02/07/24 11:51 am): Rollback: MTO

Key: 1309

Preview Bridge

Course Change Request

Date Submitted: 02/07/24 12:39 pm

Viewing: NRS-232 : Pathophysiological Processes I

Last edit: 02/07/24 12:39 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 7:35 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 02/07/24 11:52 am Erin Gravelle (erin.gravelle): Rollback to Initiator
3. 02/07/24 12:40 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
4. 02/26/24 9:45 am 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.dolye@clackamas.edu

Course Prefix	NRS - Nursing
Course Number	232
Department	Health Sciences
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	Pathophysiological Processes 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 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 pathophysiological processes that contribute to many different disease states across the lifespan and human responses to those processes. It includes the foundational concepts of cellular adaptation, injury, and death; inflammation and tissue healing; fluid and electrolyte imbalances; and physiologic response to stressors, as well as additional pathophysiological processes. Students will learn to make selective clinical decisions in the context of nursing regarding using current, reliable sources of pathophysiology information, selecting and interpreting focused nursing assessments based on knowledge of pathophysiological processes, teaching persons from diverse populations regarding pathophysiological processes, and communicating with other health professionals regarding pathophysiological processes.

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-111C, and NRS-231

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Acceptance into the CCC nursing program

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 ~~No~~

Have you talked with a librarian regarding that impact?

Yes ~~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	access current, reliable information about selected pathophysiological processes, including cellular adaptation, injury, and death; inflammation and tissue healing; fluid and electrolyte imbalances; and physiologic response to stressors; ~~identify the pathophysiological processes that contribute to many different disease states across the lifespan and human responses to those processes;~~
2	select and interpret basic focused nursing assessments based on knowledge of clinical manifestations, developmental considerations, and pertinent social determinants of health of selected pathophysiological processes in patients across

	Upon successful completion of this course, students should be able to:
	the life span; ~~utilize current, reliable sources of pathophysiology information which will be the foundation for assessments and client education;~~
3	teach persons from diverse populations across the lifespan regarding selected pathophysiological processes; a. explain how ~~demonstrate a focused assessment based on~~ the risk factors relate to specific ~~knowledge of~~ pathophysiological processes; b. describe selected pathophysiological processes in appropriate terms; c. explain how the signs and symptoms relate to specific pathophysiological processes; d. explain which signs and symptoms to report to a health professional; e. explain how developmental factors relate to pathophysiology;
4	communicate effectively with other health professionals ~~teach persons from diverse populations~~ regarding selected pathophysiological processes; a. use appropriate technical language; b. clarify technical details of pathophysiological processes; c. report pertinent information about a patient's status.
~~5~~	~~demonstrate communication skills with other health care professionals regarding pathophysiological processes of clients.~~

Major Topic Outline

~~1.~~Pathophysiological processes that contribute to many different disease states across the lifespan and human responses to those processes
Reliable sources of pathophysiology information
Focused assessments
Teaching plans for diverse populations
Communication with other health care professionals regarding pathophysiological processes

~~processes. 2.Reliable sources of pathophysiology information.3.Focused assessments.4.Teaching plans for diverse populations.5.Communication with other health care professionals regarding pathophysiological processes.~~

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) (02/07/24 11:52 am): Rollback: MTO

Key: 1310

Preview Bridge

Course Change Request

Date Submitted: 02/07/24 12:39 pm

Viewing: NRS-233 : Pathophysiological Processes II

Last edit: 02/07/24 12:39 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 7:34 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 02/07/24 11:53 am Erin Gravelle (erin.gravelle): Rollback to Initiator
3. 02/07/24 12:41 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
4. 02/26/24 9:45 am 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	233
Department	Health Sciences
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	Pathophysiological Processes II

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course
Allow Pass/No Pass	No
Audit	No
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 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 sequel to NRS-232 continues to explore pathophysiological processes that contribute to disease states across the lifespan and human responses to those processes. Students will learn to make selected clinical decisions in the context of nursing regarding using current, reliable sources of pathophysiology information, selecting and interpreting focused nursing assessments based on knowledge of pathophysiological processes, teaching persons from diverse populations regarding pathophysiological processes, and communicating with other health professionals regarding pathophysiological processes. The course addresses additional pathophysiological processes not contained in NRS-232. ~~Pathophysiological Processes I.~~

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-112C

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Acceptance into the CCC nursing program

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	access current, reliable information about selected pathophysiological processes, including cellular adaptation, injury, and death; inflammation and tissue healing; fluid and electrolyte imbalances; and physiologic response to stressors; ~~identify the pathophysiological processes that contribute to many different disease states across the lifespan and human responses to those processes,~~
2	select and interpret basic focused nursing assessments based on knowledge of clinical manifestations, developmental considerations, and pertinent social determinants of health of selected pathophysiological processes in patients across the life span; ~~use current, reliable sources of pathophysiology information which will be the foundation for assessments and patient education;~~
3	teach persons from diverse populations across the lifespan regarding selected pathophysiological processes; a. explain how the risk factors relate to specific

	Upon successful completion of this course, students should be able to:
	pathophysiological processes; b. describe selected pathophysiological processes in appropriate terms; c. explain how the signs and symptoms relate to specific pathophysiological processes; d. explain which signs and symptoms to report to a health professional; e. explain how developmental factors relate to pathophysiology; ~~demonstrate a focused assessment based on the knowledge of pathophysiological processes,~~
4	communicate effectively with other health professionals regarding selected pathophysiological processes; a. use appropriate technical language; b. clarify technical details of pathophysiological processes; c. report pertinent information about a patient's status. ~~develop a teaching plan for diverse populations regarding pathophysiological processes,~~
~~5~~	~~demonstrate communication skills with other health care professionals regarding pathophysiological processes of patients.~~

Major Topic Outline

~~1.~~Pathophysiological processes that contribute to many different disease states across the lifespan and human responses to those processes
Reliable sources of pathophysiology information
Focused assessments
Teaching plans for diverse populations
Communication with other health care professionals regarding pathophysiological processes

Pathophysiological processes that contribute to many different disease states across the lifespan and human responses to those processes
Reliable sources of pathophysiology information
Focused assessments
Teaching plans for diverse populations
Communication with other health care professionals regarding pathophysiological processes
~~processes. 2.Reliable sources of pathophysiology information.3.Focused assessments.4.Teaching plans for diverse populations.5.Communication with other health care professionals regarding pathophysiological processes.~~

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) (02/07/24 11:53 am): Rollback: SLO

Key: 1311

Preview Bridge

Clackamas Community College

New Courses

Course Number	Title	Implementation
HD-202ES	Transiciones de Vida	2024/SP
HD-208ES	Planificación de carrera y vida	2024/SP
MTH-020ES	Fundamentos de Aritmética II	2024/SP

Course Change Request

New Course Proposal

Date Submitted: 02/07/24 1:24 pm

Viewing: **MTH-020ES : Fundamentos de Aritmética II**

Last edit: 02/07/24 1:29 pm

Changes proposed by: Lisa Nielson (lisan)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix	MTH - Mathematics
Course Number	020ES
Department	Skills Development
Division	Academic Foundations and Connections (AFAC)

Course Title

Fundamentos de Aritmética II

In Workflow

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

Approval Path

1. 02/07/24 1:30 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 02/08/24 8:22 am Tara Sprehe (taras): Approved for DAFC Dean
3. 02/15/24 7:51 pm Tracy Nelson (tracyn): Approved for DAFC Curriculum Committee Outline Review Team

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	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.

Yes

Course Description

Este segundo curso de aritmética es un requisito previo para las tres vías de matemáticas. Revisa fundamentos matemáticos como fracciones, porcentajes, geometría y habilidades de estudio efectivas.

Type of Course (ACTI Code)

351 - Post Secondary Remedial Math

Choose all that apply:

General Workforce
Life Skills
Literacy

Reason for the Proposal

This course will fulfill a need for transitional courses for Spanish GED students taught in Spanish and fulfill a need for Spanish ECE students.

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

MTH-010 con una C o mejor, o ubicación en MTH-020

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule: Do Not 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?

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

MTH-020 - Fundamentals of Arithmetic II

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	utilizar aritmética mental, estimación, algoritmos de papel y lápiz y una calculadora como herramientas computacionales para resolver problemas matemáticos;
2	aplicar conceptos de teoría de números (primos, factores y múltiplos) con números enteros y fracciones;
3	realizar operaciones aritméticas con fracciones, decimales y números con signo;
4	aplicar razonamiento proporcional y geométrico para resolver problemas;
5	utilizar habilidades de estudio apropiadas y estrategias para tomar exámenes.

Major Topic Outline

1. Factores y múltiplos 2. Fracciones 3. Razones y proporciones 4. Porcentaje 5. Estadística 6. Geometría 7. Números positivos y negativos 8. Habilidades de estudio

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: 4397

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 02/09/24 2:18 pm

Viewing: HD-202ES : Transiciones de Vida

Last edit: 02/09/24 2:19 pm

Changes proposed by: Lisa Nielson (lisan)

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

In Workflow

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

Approval Path

1. 02/09/24 1:47 pm Megan Feagles (megan.feagles): Rollback to Initiator
2. 02/09/24 2:04 pm Megan Feagles (megan.feagles): Rollback to Initiator
3. 02/09/24 2:19 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
4. 02/09/24 2:28 pm Tara Sprehe (taras): Approved for DAFC Dean
5. 02/15/24 7:51 pm Tracy Nelson (tracyn): Approved for DAFC Curriculum Committee Outline Review Team

Caseys@clackamas.edu

Course Prefix	HD - Human Development/Career Planning
Course Number	202ES
Department	Counseling
Division	Academic Foundations and Connections (AFAC)
Course Title	Transiciones de Vida

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	33.00
Lec/Lab	
Lab	
Activity	
Clinical	
Field	
CWE Seminar	
CPR	
Seminar	
Community Education/Drivers Ed	

Community Education/Adult

Total 33

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

Examina el proceso y las etapas de las transiciones de la vida. Ayuda a los adultos de reingreso a identificar fortalezas y barreras personales relacionadas con el éxito en la educación y el empleo. Ofrece oportunidades para practicar habilidades interpersonales. Proporciona información sobre el campus de CCC y los recursos comunitarios que pueden ayudar a los estudiantes a alcanzar sus metas.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Elective Only

Reason for the Proposal

This course will provide an opportunity for Spanish speaking Adult Basic Skills students to transition to credit classes in their native language.

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

HD-208ES

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

Yes

Show course in Schedule: Do Not Print in Schedule

Hide course in catalog

Yes

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	sintetizar valores personales con un plan de futuro;
2	demostrar comunicación personal asertiva en apoyo de la autoestima positiva y la construcción de comunidad;
3	citar recursos comunitarios y académicos relacionados con la educación, el empleo y el bienestar;
4	elaborar un Plan de Acción Personal que sintetice objetivos personales y profesionales;
5	desarrollar procedimientos de toma de decisiones;
6	practicar técnicas de reducción del estrés y resolución de problemas.

Major Topic Outline

1. Cambio y transición 2. Aclaración de valores 3. Manejo del tiempo y el estrés 4. Estilo de personalidad 5. Comunicación asertiva 6. Toma de decisiones y establecimiento de objetivos 7. Networking 8. Planes de acción 9. Portafolio

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) (02/09/24 1:47 pm): Rollback: can you please update the title to not be all caps? Student Learning Outcomes should be one per line and follow the format listed in the help bubble by SLOs.

Megan Feagles (megan.feagles) (02/09/24 2:04 pm): Rollback: can you please update the title to not be all caps? unless that's how it should be. Student Learning Outcomes should be one per line and follow the format listed in the help bubble by SLOs.

Key: 4402

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 02/09/24 2:56 pm

Viewing: HD-208ES : Planificación de carrera y vida

Last edit: 02/09/24 2:59 pm

Changes proposed by: Lisa Nielson (lisan)

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

Caseys@clackamas.edu

Course Prefix HD - Human Development/Career Planning

In Workflow

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

Approval Path

1. 02/09/24 2:00 pm Megan Feagles (megan.feagles): Rollback to Initiator
2. 02/09/24 2:59 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
3. 02/09/24 3:37 pm Tara Sprehe (taras): Approved for DAFC Dean
4. 02/15/24 7:51 pm Tracy Nelson (tracyn): Approved for DAFC Curriculum Committee Outline Review Team

Course Number	208ES
Department	Counseling
Division	Academic Foundations and Connections (AFAC)
Course Title	Planificación de carrera y vida

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	33.00
Lec/Lab	
Lab	
Activity	
Clinical	
Field	
CWE Seminar	
CPR	
Seminar	
Community Education/Drivers Ed	
Community Education/Adult	

Total	33
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

Ayuda a los adultos de reingreso a identificar intereses, habilidades, valores y destrezas transferibles y a aplicar esta información para establecer objetivos y tomar decisiones profesionales. Los estudiantes identifican y exploran opciones de capacitación, educación y empleo. Cubre habilidades de búsqueda de empleo, como entrevistas, redacción de currículums y desarrollo de una cartera profesional. Cada estudiante desarrolla un plan de acción que identifica objetivos y próximos pasos.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Elective Only

Reason for the Proposal

This course will provide an opportunity for Spanish speaking Adult Basic Skills students to transition to credit classes in their native language.

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

HD-202ES

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule: Do Not Print in Schedule

Hide course in catalog: Yes

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	presentar resultados de evaluación de intereses, aptitudes, habilidades y habilidades transferibles vocacionales;
2	aplicar técnicas de entrevista informativa y de entrevista laboral;
3	crear metas académicas y profesionales basadas en opciones investigadas;
4	desarrollar documentos de empleo, como currículum vitae, carta de presentación y solicitud maestra;
5	investigar e informar sobre tendencias y proyecciones de empleo.

Major Topic Outline

1. World of work 2. Transferable skills 3. Job market research 4. Informational interviewing 5. Job search 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

Please attach documentation

Reviewer Comments

Megan Feagles (megan.feagles) (02/09/24 2:00 pm): Rollback: please format student learning outcomes per the help bubble. one SLO per line etc. thanks.

Key: 4403

Preview Bridge

Clackamas Community College

New Courses

Course Number	Title	Implementation
APR-295IE	Inside Electrical Exam Preparation I	2024/SP
APR-296IE	Inside Electrical Exam Preparation II	2024/SP

Course Change Request

New Course Proposal

Date Submitted: 02/20/24 11:16 am

Viewing: **APR-295IE : Inside Electrical Exam Preparation I**

Last edit: 02/26/24 9:24 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

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. 02/20/24 9:41 am Megan Feagles (megan.feagles): Rollback to Initiator
2. 02/20/24 11:18 am Megan Feagles (megan.feagles): Approved for Curriculum Office
3. 02/21/24 2:18 pm Armetta Burney (armetta.burney): Approved for DTPS Dean
4. 02/26/24 9:24 am Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum Committee Outline Review Team

Course Prefix	APR - Apprenticeship
Course Number	295IE
Department	Apprenticeship
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	Inside Electrical Exam Preparation I

Grading

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

Contact hours

Lecture	36.00
Lec/Lab	
Lab	
Activity	
Clinical	
Field	
CWE Seminar	
CPR	
Seminar	
Community Education/Drivers Ed	
Community Education/Adult	

Total	36
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. This course is designed to support those students who have completed the courses required for their their four-year apprenticeship, but are not yet eligible for the general journey 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-250IE and APR-251IE

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Registration in Area 1 Inside Electrical Apprenticeship Program

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

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 how to navigate the National Electrical 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	properly identify NEC terminology and how it relates to test questions;
6	navigate with Oregon OAR and ORS;
7	navigate with Washington RCW and WAC.

Major Topic Outline

1. NEC Chapters.
2. NEC tables.
3. Oregon ORAR and ORS.
4. Washington WAC and RCW.
5. Wiring methods.
6. Grounding and bonding.
7. Motors and controls.
8. 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

Megan Feagles (megan.feagles) (02/20/24 9:41 am): Rollback: per request

Key: 4399

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 02/20/24 11:23 am

Viewing: **APR-296IE : Inside Electrical Exam Preparation II**

Last edit: 02/26/24 9:26 am

Changes proposed by: Tiffany Kriesel (tiffany.kriesel)

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

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. 02/20/24 9:41 am Megan Feagles (megan.feagles): Rollback to Initiator
2. 02/20/24 11:19 am Megan Feagles (megan.feagles): Rollback to Initiator
3. 02/20/24 11:26 am Megan Feagles (megan.feagles): Approved for Curriculum Office
4. 02/21/24 2:18 pm Armetta Burney (armetta.burney): Approved for DTPS Dean
5. 02/26/24 9:26 am Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum

Committee Outline Review Team

jon.coulimore@clackamas.edu

Course Prefix	APR - Apprenticeship
Course Number	296IE
Department	Apprenticeship
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	Inside Electrical Exam Preparation II

Grading

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

Contact hours

Lecture	36.00
Lec/Lab	
Lab	
Activity	
Clinical	
Field	
CWE Seminar	
CPR	
Seminar	
Community Education/Drivers	

Ed

Community Education/Adult

Total 36

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. This course is designed to support those students who have completed the courses required for their four-year apprenticeship, but are not yet eligible for the general journey 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-250IE and APR-251IE

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Registration in the Area 1 Inside Electrical Apprenticeship Program

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?

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 how to navigate the National Electrical 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	properly identify NEC terminology and how it relates to test questions;
6	navigate with Oregon OAR and ORS;
7	navigate with Washington RCW and WAC.

Major Topic Outline

1. NEC Chapters.
2. NEC tables.
3. Oregon OAR and ORS.
4. Washington WAC and RCW.
5. Wiring methods.

6. Grounding and bonding.
7. Motors and controls.
8. 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

Megan Feagles (megan.feagles) (02/20/24 9:41 am): Rollback: per request
Megan Feagles (megan.feagles) (02/20/24 11:19 am): Rollback: Prerequisite needs to list specific classes for it to function properly.

Key: 4400

Preview Bridge

Clackamas Community College

New Courses

Course Number	Title	Implementation
IMT-111	Introduction to Renewable Energy and Industrial Systems	2024/SP
MFG-129	Basic Electricity	2024/SP

Course Change Request

New Course Proposal

Date Submitted: 02/26/24 12:09 pm

Viewing: **IMT-111 : Introduction to Renewable Energy and Industrial Systems**

Last edit: 02/27/24 4:09 pm

Changes proposed by: Sasha Nelson-Steinberg (sasha.nelson)

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	111

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. 02/26/24 12:27 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 02/26/24 1:39 pm Armetta Burney (armetta.burney): Approved for DTPS Dean
3. 02/27/24 4:09 pm Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum Committee Outline Review Team

Department	Industrial Technology
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	Introduction to Renewable Energy and Industrial Systems

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.

Yes

Course Description

This is a survey course in Renewable Energy and Industrial Technology. Students will gain an understanding of the principles, technologies, and career opportunities in these closely related fields. It will provide a basic understanding of energy and electro-mechanical systems. Students will gain knowledge and skills related to hand and power tools, fasteners, and mechanical systems. Students will acquire a fundamental understanding of the primary energy sources and their impact on the environment. Includes hands-on lab exercises.

Type of Course (ACTI Code)

210 - Career Technical Preparatory

Reason for the Proposal

Meeting industry needs

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?

Fall/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	explain the First and Second Law of Thermodynamics as related to Renewable Energy;
2	describe the principles, benefits, and environmental impact of the eight major sources of renewable energy;
3	describe the components of a typical electro-mechanical drive system;
4	identify and specify the most common fasteners;
5	describe and select machine lubricants;
6	safely operate common tools in an industrial environment;
7	identify career paths in Renewable and Industrial Technology fields.

Major Topic Outline

1. Renewable Energy and Industrial Technology Careers
2. Shop Safety and Practices
3. Elements of Industrial Machinery, Fasteners and Lubrication
4. Solar Thermal and Photovoltaics Energy
5. Bioenergy and Hydroelectricity
6. Tidal and Wave Energy

7. Wind Energy
8. Geothermal Energy
9. Wind Turbine Construction and Maintenance

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: 4417

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 02/09/24 2:08 pm

Viewing: MFG-129 : Basic Electricity

Last edit: 02/15/24 1:30 pm

Changes proposed by: Deby McDowell (debyw)

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

mattsonm@clackamas.edu

Course Prefix MFG - Manufacturing Technology

Course Number 129

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. 02/15/24 1:30 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 02/15/24 6:59 pm Armetta Burney (armetta.burney): Approved for DTPS Dean
3. 02/26/24 9:39 am Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum Committee Outline Review Team

Department	Industrial Technology
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	Basic Electricity

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.

Yes

Course Description

Explores fundamentals of AC and DC electricity. Includes: atomic structure, direct current, alternating current, Ohm's law, series, parallel, and combination circuits, DC circuit theorems, production of DC voltages, magnetic principles, transformers, motors and generators. Includes practical laboratory activities.

Type of Course (ACTI Code)

210 - Career Technical Preparatory

Reason for the Proposal

To offer a lec/lab Basic electricity course. This course will allow students practical application of lecture material

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?

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	demonstrate the units of electrical quantities;
2	diagram direct current and alternating current electricity;
3	analyze DC parallel and series circuits;
4	demonstrate the use a DMM to measure electrical quantities;
5	summarize electro-magnetic nature electricity;
6	work safely around electricity;
7	demonstrate methods for working in a team under a variety of circumstances to ensure safety;
8	wire in a new 120 volt breaker and outlet into a house wiring panel;
9	wire the 240 breaker to the disconnect and testing the installation.

Major Topic Outline

1. Atomic nature of electricity. 2. Direct current. 3. Ohm’s law. 4. Measurement of electricity. 5. The digital multi-meter. 6. Series circuits. 7. Parallel circuits. 8. Combination circuits. 9. DC circuit theorems. 10. Alternating current. 11. Transformers, motors and generators. 12. Electrical safety.

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: 4401

Preview Bridge

Courses to Be Inactivated – 06.30.25

Curriculum Committee Additional Documents Link

Direct Download Link