

	Presenter	Action
1. Welcome and Introductions	Chair	
2. Approval of Minutes	Chair	Approval
3. Consent Agenda a. Course Number Changes b. Course Title Change c. Reviewed Outlines for Approval	Chair	Approval
4. Course and Program Approvals a. New Course – HPE-295ES b. Related Instruction – HPE-295ES	Dawn Hendricks Related Instruction Review Team	Approval/25.WI Approval/25.WI
5. Old Business a. Courses Scheduled for Inactivation 2025 b. Courses Due and Overdue for Review 24-25 c. Review Membership Vacancies d. Transfer Information for Courses	Curriculum Office Curriculum Office Chair Dustin Bare	
6. New Business a. Employment Skills Training and Occupational Skills Training Programs b. Orientation/Process Sharing	Curriculum Office Review Teams	Discussion Discussion
7. Closing Comments		

Present: ASG (Stephani Dale), Dustin Bare, Nora Brodnicki, Armetta Burney, Debra Carino, Virginia Chambers, Amanda Coffey, Juan Cortes, Megan Feagles (Recorder), Sue Goff, Erin Gravelle, Jordan Gulley, Dawn Hendricks, Kari Hiatt, Kerrie Hughes (Chair), Jason Kovac, Eric Lee, Kara Leonard, Gentiana Loeffler, Mike Mattson, Kelly Mercer, Deanna Myers, Tracy Nelson, David Plotkin, Lisa Reynolds, Terrie Sanne, Charles Siegfried, April Smith, Aundrea Snitker, Tara Sprehe, Chris Sweet, Dru Urbassik, Andrea Vergun

Guests: David Badstubner, Lars Campbell, April Chastain, Lucas Hann, Lupe Martinez, John Phelps, Jazlyn Ricalde, Laurette Scott

Absent: Elizabeth Carney, Patricia McFarland, Sarah Steidl, Wryann Van Riper

1. Welcome & Introductions

2. Approval of Minutes

- a. Approval of the May 17, 2024 minutes
Motion to approve, approved

3. Consent Agenda

- a. Course Number Changes
- b. Course Title Change
- c. Reviewed Outlines for Approval
 - i. PSY-215 should be evaluated to see if can be a Related Instruction course for programs other than the Nursing (RN) AAS
 - ii. If COMM-111ESZ is a prereq for another course, would COMM-111ES satisfy that requirement?
 - 1. There is no plan to offer this course to students outside of the ECE programs.

Motion to approve, approved

4. Course and Program Approvals

a. General Education Certification – ES-101

- a. Lupe Martinez presented
- b. The General Education Review Team recommends that ES-101 be certified as a Gen Ed course in Social Sciences.
- c. Working on getting the other 3 ES courses approved for Gen Ed as well.

Motion to approve, approved

b. Gen Ed Program Amendments

Curriculum Office presented

- a. AA Degree, Oregon Transfer
 - i. Adding newly approved Gen Ed course ES-101 to Gen Ed Social Sciences List. Same change for all programs.
- b. AA Degree, Transfer English Literature
- c. AS Degree, Transfer Biology
- d. AS Degree, Transfer Computer Science
- e. Associate of General Studies
- f. Oregon Transfer Module

Motion to approve, approved

c. Hours Change – HOR-222

- a. April Chastain presented
- b. Changing from 20 LECT to 22 LECT. Credits remain the same.
- c. Changing from 5-week class to full-term class based on student feedback.

Motion to approve, approved

d. Elementary Education AAOT Amendment

- a. Laurette Scott presented

- b. Changing elective requirement to require at least 9 credits of Career Technical Education (CTE) courses.
- c. Adding HDF-247 as an option instead of ED-229.
- d. Part of a pilot program with the Clackamas Education Service District (ESD) and Clackamas Career and Technical Education Consortium (C-TEC). CCC will be creating a Career & Technical Education Program for Education aligned to the Elementary Education AAOT.
- e. This will help the department access funds only allowed for CTE programs.
- f. Add ENG-222 as a recommended elective
 - i. Updated and reuploaded to agenda packet.

Motion to approve, approved

e. Music Changes

Lars Campbell presented

- a. Credit Change: MUP-100
 - i. Changing from 1 credit to 1-2 credits variable.
- b. New Courses: MUS-150, MUS-151
 - i. Remodel of MUS-145 with three one-credit classes embedded.
 - ii. Does MUS-150 have the same transferability as MUS-145?
 - 1. Yes.
- c. AS, Music, PSU Amendment
 - i. Swapping out MUP-122 option with MUP-125. Swapping out MUP-222 option with MUP-225. Adding 0 credit MUS-188 to each term. No change to total credits.
- d. Music Performance & Technology AAS Amendment
 - i. Only change is adding 0 credit MUS-188 to each term. No change to total credits.
- e. Music Technology CC Amendment
 - i. Adding 0 credit MUS-188 to each term. Removing MUS-149 from electives. Updating MUS-145 in electives to be MUS-145 or MUS-150, MUS-151, and MUS-152. No change to total credits.
- f. Digital Media Communications AAS
 - i. Removing MUS-149. Updating MUS-145 to be MUS-145 or MUS-150, MUS-151, and MUS-152. No change to total credits.

Motion to approve, approved

f. New Program: Music Technology AAS

- a. Lars Campbell and David Badstubner presented
- b. The program builds upon the foundation of the Music Technology Certificate while also preparing students for an industry job hunt or further higher education pursuit.
- c. Department was advised of the following for future amendments:
 - i. Balancing credits per term
 - ii. Changing 11 credit term to be at least 12 so that student would be full time
 - iii. Changing 19+ credit terms to be 18 or lower so students wouldn't have to seek special permission to take extra credits.
 - iv. Adding FYE-101 to first term
- d. Cannot add to the catalog/website/Colleague or market/advertise until CCWD, HECC, NWCCU approvals. This won't be on the HECC Agenda until at least the August 8th meeting.

Motion to approve, approved

g. Industrial Technology Amendments

Mike Mattson presented

- a. Machine Tool Technology AAS
 - i. Changing the Classification of Instructional Programs (CIP) Code from 15.0613 Manufacturing Engineering Technology/Technician to 48.0501 Machine Tool Technology/Machinist. Same change to the CC and CPCC too.
 - ii. Also changing the electives in 2nd year spring term to be 3-4 credits. Total credits change from 93-97 to 92-97.
- b. Machine Tool Technology CC
 - i. Only change is the CIP Code. Changing from 15.0613 to 48.0501
- c. CNC Operator CPCC
 - i. CIP code changing from 15.0613 to 48.0510 Computer Numerically Controlled (CNC) Machinist Technology/CNC Machinist
 - ii. Adding MTH-065 as an option. No change to total credits.
- d. Energy Systems Maintenance CC

- i. Changes drive by the Department of Labor RENEW IT Grant
- ii. Program changing by more than 30% so technically a suspension and new program with CCWD. Also changing the program from a career pathway to a stand-alone certificate.
- iii. Name changes from Energy Systems Maintenance Technician to Energy Systems Maintenance.
- iv. Adding MFG-129, MFG-131, IMT-111, MTH-065. Total credits change from 22 to 29.
- v. Change out WLD-104 for WLD-150
 - 1. Updated and reuploaded to agenda packet.

Motion to approve, approved

h. Nursing (RN) AAS Amendment

- a. Virginia Chambers presented
- b. Reformatting to make the curriculum more clear to students. Counting program requisites towards total program credits.

Motion to approve, approved

i. New Course – COMM-100ESZ

- a. Lucas Hann presented
- b. Need for current student population and to help students finish the Initial Welding Certificate. Currently teaching as a 199/Experimental Course
- c. Update offering term to “Not Offered Every Term”
 - i. Updated and reuploaded to agenda packet

Motion to approve, approved

j. Related Instruction – COMM-100ESZ, COMM-111ESZ

- a. The Related Instruction Sub-Committee recommends these courses be approved for Related Instruction since the Spanish versions of the courses have the same requirements and learning outcomes as their English counterparts.

Motion to approve, approved

5. Old Business

a. Curriculum Committee Membership Vacancies

- i. Deans are responsible for vacancies in their areas.
- ii. If your term is up, you'll be removed as a member right after this meeting unless you tell me otherwise. This will ensure you don't receive any courseleaf emails that don't apply to you.

b. Course Transferability

- i. Continuation of discussion from last meeting

6. New Business

a. Courses Due and Overdue for Review 2024-2025

- i. Courses must be reviewed at least once every 5 years per ISP 160.
- ii. While the Curriculum Office can facilitate the list of courses, the Department Chair is responsible for ensuring courses are reviewed.
- iii. Courses last reviewed in 2018-2019 are due for review. Please submit an outline even if there are no changes to the course.
- iv. The list is posted under Additional Documents and is updated frequently. The link will be included in the Curriculum Committee approval email today.

b. Reviewing First Year in CourseLeaf

- i. How was your first year using CourseLeaf?
 - 1. There's a lot to learn, but most of it was intuitive and when it wasn't there was support readily available.
- ii. Program Editing will hopefully be a part of Summer InService

7. Closing Comments

-Meeting Adjourned-

Next Meeting: October 4, 2024 (8-9:30am)

1. Course Title Change

Course	Current Title	Proposed Title

2. Course Number Change

Course	Title	Proposed Course Number

3. Outlines Reviewed for Approval

Course	Title	Implementation
ART-115	Basic Design: 2-Dimensional Design	2025/WI
ES-101	Introduction to Ethnic Studies	2025/WI

Course Change Request

Date Submitted: 01/06/24 12:15 pm

Viewing: **ART-115 : Basic Design: 2-Dimensional Design**

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

Last edit: 06/06/24 5:57 am

Changes proposed by: Nora Brodnicki (norab)

Catalog Pages
referencing this
course

[Art \(ART\)](#)

[Digital Media Communications \(DMC\)](#)

Programs
referencing this
course

[AS.PSUMUSIC: AS, Music, PSU](#)

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

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

[AAS.FULLSTACK: Full-Stack Web Development](#)

[CC.FRONTENDDEV: Front-End Web Development](#)

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

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

[AAS.DMC1: Digital Media Communications](#)

[EFA.CARTSCOMMHUM: EFA, Creative Arts, Communication & Humanities](#)

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

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

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

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. 11/17/23 8:48 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 12/01/23 5:22 pm
Eric Lee (elee):
Rollback to Curriculum Office for DASC Curriculum Committee Outline Review Team
3. 12/04/23 7:34 am
Megan Feagles (megan.feagles):
Rollback to Initiator
4. 01/10/24 9:05 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
5. 06/07/24 9:36 am
Eric Lee (elee):
Approved for DASC

Curriculum
Committee Outline
Review Team
6. 09/23/24 8:47 am
Megan Feagles
(megan.feagles):
Approved for
Curriculum Office

History

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

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix ART - Art

Course Number 115

Department Art

Division Arts and Sciences

Course Title Basic Design: 2-Dimensional 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 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 Winter 2025

Term

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

Yes

Course Description

This course acquaints students with the ~~vocabulary of composition and the~~ elements and principles of design and basic color theory. Students develop compositional ~~focus on the development of creative compositions~~ and analytical skills through projects and critiques. ~~critiques and examine historical and contemporary issues and ideas related to visual composition.~~ Students examine historical and contemporary issues and ideas related to visual composition and design across multiple fields of expression.

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?

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?

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 design concepts, elements and principles; (AL1)
2	demonstrate principles of color theory; (AL1)
3	articulate design concepts in self and group critique of compositions; (AL2)
4	utilize problem-solving skills in art and design;
5	create original works of art that explore design and it's connection to ideas, iconography, and/or art; (AL1)
6	use composition as a tool for self expression; (AL1)
7	create works that reflect contemporary ideas and <u>issues; (AL2)</u> issues (AL2);
8	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

Projects

Major Topic Outline

1. Exploration of the elements & principles of design. a. Elements: Line, texture, shape, size, light, form, and space. b. Principles: Reputation, balance, rhythm, harmony, variety, unity. 2. Exploration of positive/negative space. 3. Exploration of space and perspective. a. Linear perspective – 1, 2, 3-point fixed view. b. Rolling perspective – bending space. c. Perspective from above or below – point of view. 4. Compositional ambiguity: figure-ground relationship. 5. Color theory and use of color in design. 6. Personal, emotional, intellectual communication. 7. Contemporary and historical use of design as a communication tool. 8. Use of the picture plane as a tool of personal creative expression.

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-115~~

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

~~Dustin's chart~~

OUS school to which the course will transfer

~~OIT - Oregon Institute of Technology~~

Comparable

course(s)

~~ART-115~~

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

~~Dustin's chart~~

OUS school to which the course will transfer

OSU - Oregon State University

Comparable
course(s)

ART-115

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

Dustin's chart

OUS school to which the course will transfer

PSU - Portland State University

Comparable
course(s)

ART-115

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

Dustin's chart

OUS school to which the course will transfer

UO - University of Oregon

Comparable
course(s)

ART-115

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

Dustin's chart

OUS school to which the course will transfer

[EOU - Eastern Oregon University](#)

Comparable
course(s)

[ART-120- Design 1*APC](#)

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

OUS school to which the course will transfer

OIT - Oregon Institute of Technology

Comparable

course(s)

ART-115 transfers into the General Distribution of art courses. They do not have an equivalent course and they accept it as a transfer course.

How does it transfer?

general education or distribution requirement

Evidence of transferability

Please attach documentation

Reviewer Comments

Course Change Request

Date Submitted: 06/08/24 6:28 am

Viewing: **ES-101 : Introduction to Ethnic Studies**

Last approved: 06/08/24 3:43 am

Last edit: 06/08/24 6:28 am

Changes proposed by: Guadalupe Martinez (lupem)

Related GenEd:

[ES-101: Introduction to Ethnic Studies](#)

Catalog Pages
referencing this
course

[Ethnic Studies \(ES\)](#)

Programs
referencing this
course

[AAS.MICROSYSTECH: Microelectronics Systems Technology](#)

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

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

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

[AAS.ELECTRONENGTECH: Electronics Engineering Technology](#)

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

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

[AA.ENGLIT: English Literature \(AAT\)](#)

Credits/Hours/Instructional Method Change

In Workflow

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

Approval Path

1. 06/08/24 6:29 am
Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 06/09/24 11:51 am
Tracy Nelson (tracyn): Approved for DAFC Curriculum Committee Outline Review Team

History

1. Nov 4, 2023 by Megan Feagles (megan.feagles)
2. Mar 29, 2024 by Megan Feagles (megan.feagles)
3. Jun 8, 2024 by Megan Feagles (megan.feagles)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix ES - Ethnic Studies

Course Number 101

Department Counseling

Division Academic Foundations and Connections
(AFAC)

Course Title Introduction to Ethnic Studies

Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit No

Min Credit 4.00

Variable Credit No

Contact hours

Lecture 44.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 44

Proposed Effective Winter 2025

Term

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

Course Description

This course uses an interdisciplinary approach to introduce the multifaceted experience of historically marginalized ethnic and racial groups in the US with an emphasis on Chicano/Latinx, African American, Native American/US First Nations, and Asian Americans. Students will explore theory of the development of race and ethnicity in the US, systemic oppression, comparative historical perspectives, and political resistance and movements, including modern abolitionism and de-colonization.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Discipline Studies

Is this class challengeable?

No

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

[FYE-101](#)

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?

Yes

General Education Outcome(s)

Social 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	list and describe the development and use of each of the pan-ethnic labels describing the 4 largest ethnic groups in the U.S, as presented in this class;
2	examine the timeline of the institutionalization of racism in the U.S., including the emergence of race as a human category; (SS1)
3	evaluate the impact of the use of slavery and other exploitative labor systems on the development of the U.S. infrastructure and standards of living in national and

	Upon successful completion of this course, students should be able to:
	global markets; (SS1)
4	summarize and defend contrasting non-traditional narratives from traditional historical perspectives of historically marginalized U.S. racial/ethnic groups; (SS2)
5	identify and critique specific policies and practices that reinforce historical racial systemic oppression in the U.S. justice system, economy, education, and politics, and disprove reverse racism; (SS1)(SS2)
6	identify and describe significant political movements in advancing the rights of racial/ethnic historically marginalized groups. (SS2)

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.

SS: Social Science Outcomes

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

S

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

C

Outcome Assessment Strategies

Outcomes Assessment Strategies

General Examination

Journal Writing

Multiple Choice Test

Presentations

Projects

Writing Assignments

Major Topic Outline

1. Common terminology and definitions (including pan-ethnic terms)
2. Race Theories
3. Indigeneity and African, Latinx, and Asian diasporas
4. Systemic racism and Intersectionality
5. Resistance, Civil Rights, and other political movements

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

OSU - Oregon State University

Comparable

course(s)

ES 101 (OSU)

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

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

OUS school to which the course will transfer

PSU - Portland State University

Comparable

course(s)

ES 101 (OSU)

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

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

Please attach documentation

Reviewer Comments

Key: 695

[Preview Bridge](#)

Course Number	Title	Implementation
HPE-295	Salud y aptitud física para la vida	2025/WI

Course Change Request

New Course Proposal

Date Submitted: 05/23/24 9:49 am

Viewing: **HPE-295ES : Salud y aptitud física para la vida**

Last edit: 06/06/24 5:56 am

Changes proposed by: James Martineau (jmartineau)

Programs
referencing this
course

[AAS.ECFSES: Educación infantil y estudios familiares](#)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix HPE - Health & Fitness

Course Number 295ES

Department Health/Physical Education/Athletics

Division Academic Foundations and Connections
(AFAC)

Course Title
Salud y aptitud física para la vida

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. 05/23/24 9:56 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 05/23/24 10:31 am
Tara Sprehe (taras):
Approved for DAFC Dean
3. 06/09/24 11:51 am
Tracy Nelson (tracyn): Approved for DAFC Curriculum Committee Outline Review Team

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 60.00

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 60

Proposed Effective Winter 2025

Term

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

Yes

Course Description

Este curso analiza la interacción entre las nueve dimensiones del bienestar (la salud). Todas las tareas relacionadas se realizan en línea. Los estudiantes evaluarán su nivel de los componentes de la aptitud física relacionados con la salud y desarrollarán un plan de ejercicios para mantener o mejorar dicha aptitud física. Se espera que los estudiantes hagan ejercicio 3 horas a la semana como mínimo. Los temas relacionados incluyen lo siguiente: nutrición, reducción del estrés, técnicas de relajación, fijación de metas y control del peso.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Elective Only

Reason for the Proposal

ECE wanted to offer a Spanish version of HPE 295 for their Spanish degree program.

Is this class challengeable?

No

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

Examen físico realizado por un médico

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

HPE-295 - Health & Fitness for Life

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	evaluar el estado actual de su tolerancia cardiorrespiratoria, fuerza/resistencia muscular, flexibilidad y composición corporal;
2	evaluar sus prácticas nutricionales y alimentarias actuales;
3	evaluar su estado actual de gasto de energía;
4	evaluar su estado actual de reacción al estrés;
5	diseñar un plan para mejorar o mantener la tolerancia cardiorrespiratoria, la fuerza/resistencia muscular, la flexibilidad y la composición corporal;
6	diseñar un patrón alimentario y nutricional personalizado para aumentar el bienestar;
7	diseñar un plan personalizado con métodos alternativos para lidiar con el estrés.

Major Topic Outline

1. Significado del bienestar y nivel de funcionamiento en las nueve dimensiones. 2. Funcionamiento cardiovascular, de la fuerza/resistencia muscular, de la flexibilidad y de la composición corporal. 3. Actividades para mejorar el nivel de funcionamiento en todas las áreas. 4. Actividades para mejorar el estado personal. 5. Control del peso/mantenimiento o mejora de la composición corporal. 6. Control del estrés. 7. Evaluación de los riesgos de salud.

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)

Fit for Life is a requirement for health and PE degrees.

How does it transfer?

general elective

required or support for major

Evidence of transferability

OUS school to which the course will transfer

OSU - Oregon State University

Comparable

course(s)

Fit for Life is a requirement for health and PE degrees.

How does it transfer?

general elective

required or support for major

Evidence of transferability

OUS school to which the course will transfer

PSU - Portland State University

Comparable

course(s)

Fit for Life is a requirement for health and PE degrees.

How does it transfer?

general elective

required or support for major

Evidence of transferability

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable

course(s)

Fit for Life is a requirement for health and PE degrees.

How does it transfer?

general elective

required or support for major

Evidence of transferability

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable

course(s)

Fit for Life is a requirement for health and PE degrees.

How does it transfer?

general elective

required or support for major

Evidence of transferability

Please attach documentation

[HPE 295 outline_Spanish.docx](#)

Reviewer Comments

Course Number	Title	Related Instruction Area
HPE-295ES	Salud y aptitud física para la vida	PE/Health/Safety/First Aid

Course Change Request

New Course Proposal

Date Submitted: 05/23/24 9:49 am

Viewing: **HPE-295ES : Salud y aptitud física para la vida**

Last edit: 06/06/24 5:56 am

Changes proposed by: James Martineau (jmartineau)

Programs
referencing this
course

[AAS.ECFSES: Educación infantil y estudios familiares](#)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix HPE - Health & Fitness

Course Number 295ES

Department Health/Physical Education/Athletics

Division Academic Foundations and Connections
(AFAC)

Course Title
Salud y aptitud física para la vida

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. 05/23/24 9:56 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 05/23/24 10:31 am
Tara Sprehe (taras):
Approved for DAFC Dean
3. 06/09/24 11:51 am
Tracy Nelson (tracyn): Approved for DAFC Curriculum Committee Outline Review Team

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 60.00

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 60

Proposed Effective Winter 2025

Term

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

Yes

Course Description

Este curso analiza la interacción entre las nueve dimensiones del bienestar (la salud). Todas las tareas relacionadas se realizan en línea. Los estudiantes evaluarán su nivel de los componentes de la aptitud física relacionados con la salud y desarrollarán un plan de ejercicios para mantener o mejorar dicha aptitud física. Se espera que los estudiantes hagan ejercicio 3 horas a la semana como mínimo. Los temas relacionados incluyen lo siguiente: nutrición, reducción del estrés, técnicas de relajación, fijación de metas y control del peso.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Elective Only

Reason for the Proposal

ECE wanted to offer a Spanish version of HPE 295 for their Spanish degree program.

Is this class challengeable?

No

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

Examen físico realizado por un médico

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

HPE-295 - Health & Fitness for Life

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

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Comparable

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PSU - Portland State University

Comparable

course(s)

Fit for Life is a requirement for health and PE degrees.

How does it transfer?

general elective

required or support for major

Evidence of transferability

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable

course(s)

Fit for Life is a requirement for health and PE degrees.

How does it transfer?

general elective

required or support for major

Evidence of transferability

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable

course(s)

Fit for Life is a requirement for health and PE degrees.

How does it transfer?

general elective

required or support for major

Evidence of transferability

Please attach documentation

[HPE 295 outline_Spanish.docx](#)

Reviewer Comments

[Additional Documents on Curriculum
Committee Website](#)

[.Courses To Be Inactivated -
06.30.25.xlsx – Direct Download Link](#)

[.Courses Due and Overdue for Review
2024-2025.xlsx - Direct Download Link](#)

Curriculum Committee Membership 24-25

vacant

Curriculum Committee/Curriculum Office

Member	Committee Role	Ending Term	Term Cycle
Nora Brodnicki	Co-Chair/Co-Alternate Chair	2026/SP	2-year
Kelly Mercer	Co-Chair/Co-Alternate Chair	2026/SP	2-year
David Plotkin	Vice President, Instruction & Student Services	Ex-Officio	Permanent
Ashley Sears	Interim Dean, Institutional Effectiveness & Planning	Ex-Officio	Permanent
Lisa Reynolds	Associate Dean, Institutional Effectiveness & Planning	Ex-Officio	Permanent
Dru Urbassik	Director, Curriculum & Scheduling	Ex-Officio	Permanent
Megan Feagles	Curriculum & Scheduling Office/Recorder	Ex-Officio	Permanent
Elizabeth Carney	Center for Teaching and Learning Representative	Ex-Officio	Permanent
Rotates	ASG Student Representative	Ex-Officio	Permanent
SD DeWaay	Library	2027/SP	3-year

Academic Foundations and Connections (AFAC)

Member	Committee Role	Ending Term	Term Cycle
Danielle Hoffman	Dean, AFAC	Ex-Officio	Permanent
Chris Sweet	Registrar	Ex-Officio	Permanent
Terrie Sanne	Financial Aid	Ex-Officio	Permanent
Sarah Steidl	Graduation Services	Ex-Officio	3-year
April Smith	Veterans Services	Ex-Officio	3-year
Dustin Bare	Director, Student Academic Support Services	2026/SP	3-year
Kara Leonard	Academic and Career Coaches	2026/SP	3-year
AJ Smith	Basic Skills Development & ESL	2027/SP	3-year
Amanda Coffey	English	2027/SP	3-year
Tracy Nelson	Health/Physical Education	2025/SP	3-year
Kelly Mercer	Math	2026/SP	3-year
Juan Cortes	Faculty-At-Large; Review Team Lead	2026/SP	3-year

Arts & Sciences

Member	Committee Role	Ending Term	Term Cycle
Sue Goff	Dean, Arts & Sciences	Ex-Officio	Permanent
Aundrea Snitker	Associate Dean, Arts & Sciences; Review Team Lead	Ex-Officio	Permanent
Nora Brodnicki	Art, Comm, Theatre, Journalism, World Lang, Music	2026/SP	3-year
Deanna Myers	Faculty-At-Large	2026/SP	3-year
Debra Carino	Computer Science	2026/SP	3-year
Gentiana Loeffler	Business, Horticulture	2026/SP	3-year
Eric Lee	Sciences and Engineering	2025/SP	3-year
Charles Siegfried	Associate Faculty	2025/SP	3-year
Keely Baca	Faculty-At-Large	2027/SP	3-year
Ephanie Debey	Faculty-At-Large	2027/SP	3-Year
	Faculty-At-Large	2027/SP	3-year

Technology, Applied Science, and Public Services (TAPS)

Member	Committee Role	Ending Term	Term Cycle
Armetta Burney	Dean, TAPS	Ex-Officio	Permanent
Erin Gravelle	Associate Dean, TAPS; Review Team Lead	Ex-Officio	Permanent
Jordan Gulley	Wilsonville, Apprenticeship, Fire, Emergency	2026/SP	3-year
Dawn Hendricks	Education, Human Services, Criminal Justice/Public Services	2027/SP	3-year
Virginia Chambers	Faculty-At-Large	2026/SP	3-year
Mike Mattson	Industrial Technology	2027/SP	3-year
Kari Hiatt	Nursing, Allied Health	2026/SP	3-year
Wryann Van Riper	Automotive/Welding	2026/SP	3-year

Sub-Committees

Related Instruction Sub-Committee

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

General Education Sub-Committee

Member	Ending Term
Lisa Reynolds (Lead)	Ex-Officio
Elizabeth Carney	Ex-Officio

2024-2025 Sabbaticals

Oregon University Transfer Equivalency Guide – 2024-2025

This guide is to help show students how their courses will transfer to any of the seven state universities in Oregon. If you want to know how your credits will transfer to another school not listed below, most schools you can find their transfer equivalency tool by using their search function on the university/college website and typing in “Transfer Equivalency”. If the course is not listed the transfer school has never received that course from CCC.

School Link	Directions
<u>Portland State University (PSU)</u>	To use Transferology, you'll need to create a free account to see how they've transferred to PSU, UO, and many other universities throughout the country in the past
<u>University of Oregon (UO)</u>	
<u>Oregon State University (OSU)</u>	Just find your course and you'll see the OSU equivalent Click the “Other terms to know” drop-down to learn more
<u>Oregon Tech (OIT)</u>	Select Clackamas CC from the drop-down menu and find your course
<u>Western Oregon University (WOU)</u>	Search for Clackamas, in the “Institution Search” box and select it Find your course or search by subject
<u>Eastern Oregon University (EOU)</u>	Select Clackamas Community College from the drop-down menu and click submit
<u>Southern Oregon University (SOU)</u>	Select Clackamas CC from the drop-down menu and click submit Select your Subject Code

Employment Skills Training Certificate

Occupational Skills Training Certificate

Welcome to 2024-25 Curriculum Committee



Education That Works



Curriculum Committee Mission

The Clackamas Community College Curriculum Committee supports faculty in the development and implementation of high-quality curriculum that is accessible to all students, adaptable to changing needs, and accountable to the community by facilitating faculty collaboration and ownership of the curriculum and providing a venue for faculty to establish curricula and improve instructional programs.

Curriculum Committee Primary Functions

The committee is tasked with the following responsibilities:

1. Provide oversight of all new or changed course outlines and program proposals to ensure that academic standards are maintained.
 - a. Review and evaluate course outlines to assure that they are well developed, clear and complete, meet state guidelines, conform to CCC standards, satisfy transferability requirements (if any), and that supporting documents adequately supplement the proposal;
 - b. Assure that general education outcomes on course mapping documents are clearly and appropriately addressed in the student learning outcomes, and that state approved criteria are reflected in the course outlines to which the mapping documents are attached;
 - c. For courses identified as meeting Related Instruction through embedded content, ensure that course outlines clearly address the student learning outcomes relevant to the Related Instruction area;
 - d. Make recommendations to assist individuals and departments/areas to strengthen their course outlines and program proposals.

2. Evaluate the impact of curriculum proposals on the College to assure that the curriculum offered is complementary and integrated.
 - b. Assure that overlap with existing courses, impacts on other divisions, departments/areas, courses, programs, college services, and pre/co-requisites have been addressed.

3. Approve or disapprove new or changed course outlines and programs, recommend quality and conformance to best curricular practice throughout the College.

Establish, review and revise procedures and guidelines as needed to assure quality and conformance to best curricular practice throughout the College.

Related Instruction: *“programs of study for which applied or specialized associate degrees are granted, or programs of an academic year or more in length for which certificates are granted (...) must contain a recognizable body of instruction in program-related areas of communication, computation and human relations”.* (OAR 589-006-0050)

- CTE degree and certificate core requirements in
 - Communication
 - Computation
 - Human Relations
 - Physical Education/Health/Safety/First Aid

- Courses that are reviewed by the Curriculum Committee and have (or are seeking) Related Instruction designation have an additional review by the **Related Instruction review team**

General Education: *“The introduction to the content and methodology of the major areas of knowledge including the humanities and fine arts, the natural sciences, mathematics, and the social sciences and helps students develop the mental skills that will make them more effective learners and citizens in a democratic society”*. (OAR 589-006-0050)

- AAOT and ASOT-degree core electives in
 - Arts and Science
 - Social Science
 - Writing
 - Science/Math/Computer Science
 - Cultural Literacy

- Courses that are reviewed by the Curriculum Committee and have (or are seeking) General Education designation have an additional review by the **General Education review team**

Membership

The membership of curriculum committee includes faculty and staff members from varied departments. This reflects an intentional effort to gather broad representation from the College community; these different perspectives help ensure that we can effectively challenge, support, and continuously improve the College's curriculum. Members are encouraged to contact the committee chair(s) if they have questions about how to contribute to curricular discussions and decisions. As a faculty-driven committee, the majority of attendees need to be faculty for a quorum.

Member responsibilities include:

- Attend all meetings when possible - if regular attendance is not possible, arrange substitution with the chair
- Be familiar with the process and navigating CourseLeaf
- Keep department and/or constituent group informed of committee action
- Engage in work with review team and other subcommittees as assigned

Membership

Member responsibilities include:(continued)

- Participate in meetings
 - Study the agenda carefully before the meeting. Ask for clarification if any items are unclear.
 - Determine the exact purpose each agenda item for discussion and decide in advance how and what you will contribute to it.
 - If a committee member suggests something that you don't agree with, ask them to summarize their viewpoint in a direct statement so you can gain full understanding.
 - If a motion seems to have been hurried without proper discussion, suggest tabling the item for a future meeting when it can be discussed in detail.