Curriculum Committee Agenda

December 6, 2024 (8-9:30am)

	Presenter	Action
1. Welcome	**Chair**	
2. Approval of Minutes	**Chair**	Approval
3. Consent Agenda a. Course Number Changes b. Course Title Change c. Reviewed Outlines for Approval	**Chair**	Approval
4. Course and Program Approvals a. **Associate of General Studies (AGS) Amendment** b. **Early Childhood Education & Family Studies AAS Program Learning Outcomes PLOs**	**AGS Review Team** **Dawn Hendricks**	Approval/25.SU Informational
5. Old Business a.		
6. New Business a. Common Course Numbering 2025-2026 b. Catalog Update Reminder	**Curriculum Office** **Curriculum Office**	Informational Informational
7. Closing Comments		

Present: ASG (Cadence Gillespie), Keely Baca, Nora Brodnicki (Co-Chair), Armetta Burney, Debra Carino, Virginia Chambers, Amanda Coffey, Juan Cortes, SD DeWaay, Megan Feagles (Recorder), Sue Goff, Erin Gravelle, Jordan Gulley, Dawn Hendricks, Kari Hiatt, Danielle Hoffman, Frank Kilders, Eric Lee, Kara Leonard, Gentiana Loeffler, Kelly Mercer (Co-Chair), Deanna Myers, Tracy Nelson, Lisa Reynolds, Terrie Sanne, Ashley Sears, Charles Siegfried, AJ Smith, April Smith, Aundrea Snitker, Sarah Steidl, Chris Sweet, Dru Urbassik, Wryann Van Riper

Guests: Christopher Konieczka

Absent: Dustin Bare, Elizabeth Carney, Ephanie Debey, Mike Mattson, David Plotkin

1. **Welcome**

2. **Approval of Minutes**
    a. Approval of the November 1, 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. **Skills Development Changes**
       AJ Smith presented for Lisa Nielson
        a. **EL-103 Hours Change**
            i. Changing from 10 LECT to 11 LECT to reflect the class meeting during Final Week.
        b. **WRD-080 Inactivation**
            i. Agreed in partnership with the English department that the class was not necessary as part of the Dev. Ed redesign and additions to WRD-090 support.
       Motion to approve, approved

    b. **Horticulture Changes**
       Christopher Konieczka presented
        a. **New Course – HOR-214**
            i. We are responding to strong student demand in this area of horticultural production. It is a profitable niche business with broad market potential.
            ii. Starting off as an elective in the programs below. It may become a requirement if there is enough interest.
        b. **Horticulture AAS Amendment**
            i. Only change is adding HOR-214 to the electives.
        c. **Organic Farming CC Amendment**
            i. Only change is adding HOR-214 to the electives.
       Motion to approve, approved

    c. **WR-220 Course Reactivation**
        a. Amanda Coffey presented
            i. The course was deactivated during a time when it was difficult to secure industry experts to guest lecture, which the department felt was critical to the course. After consideration and redevelopment, the course will provide the same content with the same SLOs.
       Motion to approve, approved

    d. **Digital Media Communications AAS Program Learning Outcomes**
            i. Nora Brodnicki presented
            ii. Changing "digital media video projects" to "digital media projects" in PLO 4.
            iii. This is a result of the annual Assessment work.

5. **Old Business**
   a. Associate of General Studies (AGS) Review Team
      i. AGS Review Team (Sarah, Nora, Amanda) presented
      ii. Continuing the conversation about changing the Arts and Letters and Social Science requirements to allow a minimum of 3 credits instead of 4.
      iii. Proposed changes would align AGS closer to AAOT.
          1. To "Writing" requirement add additional options: WR-101; WR-122 and WR-227Z
          2. To "Mathematics" requirement add the option of: MTH-050 to align with this common AAS requirement/option
          3. Change "4 credits" of Arts and Letters to "One course minimum 3 credits"
          4. Change "4 credits" of Social Science to "One course minimum 3 credits"
          5. Change "4 credits" of Science/ Math/ Computer Science to "One course minimum 4 credits"
          6. The Committee supports bringing this back as a program amendment.
   b. Reporting to Teaching and Learning Council (TLC)
      i. AJ Smith presented
      ii. Brought the Committees feedback to the Council on what we should report to the Council and how often.
      iii. TLC would like to be more of a collaborator versus an oversight group.
      iv. TLC talked about looking at proposed new programs before they go to Curriculum Committee. This could be built into the CourseLeaf workflow.
      v. Curriculum Chairs, Dru, and Megan will put together an end-of-term report to bring to TLC.
      vi. Curriculum Committee could set goals at the beginning of the year and bring those to TLC.
6. **New Business**
   a.
7. **Closing Comments**
-Meeting Adjourned-

Next Meeting: December 6, 2024 (8-9:30am)

CONSENT AGENDA

Clackamas Community College

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
DMC-104	Digital Video Editing	2025/WI
DMC-265	Advanced Digital Filmmaking	2025/WI
ECE-121ES	Observación y Orientación I en Educación Temprana	2025/WI
ECE-280ES	Experiencia Laboral Cooperativa	2025/WI
ENG-222	Children's and Young Adult Literature	2025/WI
ENGR-112	Engineering Programming	2025/WI

Course Change Request

Date Submitted: 11/20/24 11:18 am

Viewing: **DMC-104 : Digital Video Editing**

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

Last edit: 11/20/24 11:18 am

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.FULLSTACK: Full-Stack Web Development
   CC.FRONTENDDEV: Front-End Web Development
   AAS.DMC1: Digital Media Communications
   CC.ELVLJRNLST: Entry Level Journalist

Credits/Hours/Instructional Method Change

Approval Path

1. 11/20/24 11:06 am Megan Feagles (megan.feagles): Rollback to Initiator
2. 11/20/24 11:21 am Megan Feagles (megan.feagles): Approved for Curriculum Office
3. 11/26/24 3:37 pm Gentiana Loeffler (gentiana.loeffler): Approved for DASC Curriculum Committee Outline Review Team

History

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

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix	DMC - Digital Media Communications
Course Number	104
Department	Art
Division	Arts and Sciences
Course Title	Digital Video Editing

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.

Course Description

~~Students will utilize video editing skills.~~ Introduction to video editing ~~These~~ skills that ~~will~~ include logging and capturing raw video, assembly of shots on a timeline, ~~time line,~~ and the use of effects in ~~the creation of~~ a final video sequence. Along with text generation, audio balancing, audio sweetening, ~~sweetening~~ and video compositing, this course will offer students an in-depth overview of the video editing process. The course ~~Course~~ will explore the history of ~~film~~ editing and the theory behind various ~~forms of~~ film and video editing forms. ~~editing.~~ Lab component included.

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

WRD-090 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/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	log and capture raw video;
2	cut video sequences into individual shots;
3	assemble shots into a cohesive and meaningful order within a timeline;
4	refine a cut from rough, to fine to final cut;
5	generate text to place into video;
6	adjust and sweeten audio levels and apply audio crossfades;
7	composite multiple video clips and layers together;
8	use effects and digital tools such as transitions and color correction;
9	describe the history cultural impact of the language of film and how that impacts present-day editing decisions;

	Upon successful completion of this course, students should be able to:
10	apply established editing techniques and style to creative editing projects using Adobe Premiere.

Major Topic Outline

1. Logging and capturing. 2. Non-linear video editing. 3. Video text generation. 4. Audio editing and sweetening. 5. Video compositing. 6. Video effects and transitions. 7. Refining a cut from rough, to fine to final cut. 8. Historical and cultural overview of the video editing process.

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: 11/20/24 2:42 pm

Viewing: **DMC-265 : Advanced Digital Filmmaking**

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

Last edit: 11/20/24 2:42 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?

Approval Path

1. 11/20/24 2:48 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 11/25/24 3:51 pm Deanna Myers (deanna.myers): Approved for DASC Curriculum Committee Outline Review Team

History

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

Are you the Faculty Contact Person?	
	Yes
Course Prefix	DMC - Digital Media Communications
Course Number	265
Department	Art
Division	Arts and Sciences
Course Title	Advanced Digital Filmmaking

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.

Course Description

This course emphasizes advanced filmmaking skills. Students will produce short films from written scripts.

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-104 or Student Petition

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

  WRD-090 or placement in WRD-098, WRD-098 or placement in WR-121Z

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?
                        No

Show course in   Print in Schedule
Schedule

Hide course in catalog
                        No

When do you plan to offer this course?
                        Spring

Will this class use library resources?
                        Yes

Have you talked with a librarian regarding that impact?
                        No

Course Certifications

Is this a Related Instruction course?
                        No

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

No

General Education Outcome(s)

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	critically analyze, revise and supervise a script for production;
2	plan and manage a film production from pre-production to its final cut;
3	demonstrate advanced technical skills of video camera operation and lighting;
4	create with a group a semi-professional short film;
5	critically analyze and interpret professionally-produced videos and feature films;
6	apply advanced filmmaking techniques such as cinematography and lighting to filmmaking exercises.

Major Topic Outline
1. Script supervision. 2. Production management. 3. Lighting and shooting dramatic performances. 4. Digital video editing. 5. Reflective analysis of script to film adaptation.

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: 11/01/24 2:07 pm

Viewing: **ECE-121ES : Observación y Orientación I en Educación Temprana**

Last approved: 06/08/23 5:14 am

Last edit: 11/01/24 2:07 pm

Changes proposed by: Dawn Hendricks (dawn.hendricks)

Catalog Pages
referencing this
course
   Early Childhood Education (ECE)

Programs
referencing this
course
   AAS.ECEFSES: Educación infantil y estudios familiares
   CC.ECEFSES: Educación infantil y estudios familiares

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Approval Path

1. 11/01/24 2:08 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 11/22/24 9:24 am Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum Committee Outline Review Team

History

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

Are you the Faculty Contact Person?

Yes

Course Prefix   ECE - Early Childhood Education

Course Number   121ES

Department   Education, Human Services and Criminal
                       Justice

Division   Technology, Applied Science and Public
                       Services (TAPS)

Course Title   Observación y Orientación I en Educación Temprana

Grading

Grade Scheme   Standard (STND)

Credit Type   Credit Course

Allow Pass/No Pass   Yes ~~No~~

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

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

Type of Course (ACTI Code)

210 - Career Technical Preparatory

Is this class challengeable?

Yes 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

Is Student Petition required?

No

Show course in   Print in Schedule
Schedule

Hide course in catalog

No

When do you plan to offer this course?

Winter

Will this class use library resources?

No

Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

APR-121ECE - Observation and Guidance I in ECE Settings

ECE-121 - Observation and Guidance I in ECE Settings

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

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

Major Topic Outline
Observación y documentación: la clave para la enseñanza intencional La calidad cuenta
Observar el desarrollo individual de los niños Registro de Seguimiento Observaciones
Anecdóticas Hacer observaciones y utilizar la lista de chequeo Desarrollar competencias de

orientación Establecer limites en el salón de clase Medidas positivas Manejar las rutinas diarias Reglas para las guias efectivas Aplicando el conocimiento

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: 11/19/24 9:36 am

Viewing: **ECE-280ES : Experiencia Laboral Cooperativa**

Last approved: 02/21/24 3:46 am

Last edit: 11/19/24 9:37 am

Changes proposed by: Dawn Hendricks (dawn.hendricks)

Catalog Pages
referencing this
course
  Cooperative Work Experience (CWE)
  Early Childhood Education (ECE)

Programs
referencing this
course
  AAS.ECEFSES: Educación infantil y estudios familiares
  CC.ECEFSES: Educación infantil y estudios familiares

Credits/Hours/Instructional Method Change

Approval Path

1. 11/19/24 9:37 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 11/22/24 9:23 am Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum Committee Outline Review Team

History

1. Jun 8, 2023 by Megan Feagles (megan.feagles)
2. Feb 21, 2024 by Megan Feagles (megan.feagles)

Is Topic Shell Course?

Course Prefix	ECE - Early Childhood Education
Course Number	280ES
Department	Education, Human Services and Criminal Justice
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	Experiencia Laboral Cooperativa

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	
Lec/Lab	
Lab	
Activity	
Clinical	
Field	144.00
CWE Seminar	
CPR	

Seminar

Community Education/Drivers Ed

Community Education/Adult

Total   144

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

En este curso, los estudiantes completan 144 horas de trabajo en un entorno de primera infancia, asistiendo a niños y familias desde el nacimiento hasta los 8 años de edad. Si no completan las horas requeridas, recibirá un curso incompleto o reprobará.

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
CWE-281ES

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?
No

Show course in   Print in Schedule
Schedule

Hide course in catalog
No

When do you plan to offer this course?
Summer/Fall/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

ECE-280 - Early Childhood Education/CWE

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	demostrar prácticas y ética profesionales en el lugar de trabajo;
2	observar a los maestros y a los niños en entornos apropiados para el desarrollo;
3	proporcionar un entorno seguro para que los niños prevengan y reduzcan las lesiones;
4	comunicarse con los niños y brindar oportunidades y apoyo para que los niños comprendan, adquieran y utilicen medios verbales y no verbales de comunicar pensamientos y sentimientos;
5	describir cómo crear un entorno de aprendizaje temprano para promover el desarrollo y el aprendizaje de los niños;
6	seguir estrategias de orientación positivas al trabajar con niños pequeños;
7	demostrar aprecio y comprensión de los niños culturalmente y lingüísticamente diversos;
8	demostrar y describir una comprensión del papel de la observación en la enseñanza de los niños pequeños.

Major Topic Outline

prácticas y ética profesionales en el lugar de trabajo entornos apropiados para el desarrollo y seguridad de los niños un entorno seguro para que los niños prevengan y reduzcan las lesiones oportunidades para brindar para que los niños comprendan, adquieran y utilicen medios verbales y no verbales de comunicar pensamientos creación de un entorno de aprendizaje temprano para promover el desarrollo y el aprendizaje en los niños estrategias de orientación positivas al trabajar con niños pequeños aprecio y comprensión de los niños culturalmente y lingüísticamente diversos discernimiento del papel de la observación en la enseñanza de los niños pequeños

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: 11/18/24 9:40 am

Viewing: **ENG-222 : Children's and Young Adult Literature**

Last approved: 05/18/24 3:36 am

Last edit: 11/18/24 9:40 am

Changes proposed by: Taylor Donnelly (tdonnelly)

Related GenEd:

ENG-222: Children's and Young Adult Literature

Catalog Pages
referencing this
course
English Literature (ENG)

Programs
referencing this
course
AA.OTELEMED: Elementary Education (AAOT)

Credits/Hours/Instructional Method Change

Approval Path

1. 11/18/24 9:45 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 11/21/24 9:58 am Juan Cortes (juan.cortes): Approved for DAFC Curriculum Committee Outline Review Team

History

1. Nov 1, 2023 by Megan Feagles (megan.feagles)
2. May 18, 2024 by Taylor Donnelly (tdonnelly)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix	ENG - English Literature
Course Number	222
Department	English
Division	Academic Foundations and Connections (AFAC)
Course Title	Children's and Young Adult Literature

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.

Yes

Course Description

Surveys the development of the genres of children's and young adult literature, including fairy tales, picture books, classic children's novels, and contemporary young adult novels, studying how these texts reflect their culture's understanding of young readers' psychology, taste, and learning needs over time.

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

Placement in WRD-098 or above

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Not Offered Every Term

Will this class use library resources?

No

Course Certifications

Is this a Related Instruction course?

No

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

Yes

General Education Outcome(s)

Arts & Letters

Writing & Info 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	identify and analyze the essential developments in children's literature from its early forms to present day;
2	summarize and assess the historical context of literary works for children and young adults;
3	analyze the form and content of children's and young adult literature using relevant technical and critical vocabulary;
4	relate the content, form, and themes of children's and young Adult literature to modern events, other media, and their own lives;
5	evaluate the historical significance and/or artistic merit of children's and young adult Literature, supported by textual evidence;

	Upon successful completion of this course, students should be able to:
6	construct and defend interpretations of children's and young adult Literature based on class discussion and independent literary research.

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.
P

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

Demonstrate appropriate reasoning in response to complex issues.
P

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

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

Major Topic Outline
1. Origins of children's literature. Didacticism versus entertainment. Oral cultures, pre-literacy, and the professionalization of children's writing.
2. Major tropes of the form. Fairy tales, nonsense stories, nursery rhymes, adventure tales, fantasies, coming of age novels, social engagement novels.
3. Picture books. Literacy and young readership. The role of illustration. Historical changes in words with images. Race, gender, class, and other issues of representation.
4. The rise of young adult literature. The historical development of the teenager. Representations of race, class, sexuality, and trauma. Controversies and banned books.
5. Child and teenage psychology. Historical and contemporary understanding of the needs and tastes of young readers. How and when the brain learns and the role of books as windows, mirrors, and doors.
6. Social engagement of children's and young adult literature. The role of the library. The future of the genre.

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

WOU - Western Oregon University

Comparable
course(s)
ED 230

How does it transfer?

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

Evidence of transferability

~~Other. Please explain.~~
Correspondence with receiving institution (mail, fax, email, etc.)

OUS school to which the course will transfer

EOU - Eastern Oregon University

Comparable
course(s)
200-level literature course

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

SOU - Southern Oregon University

Comparable
course(s)

English/literature course for Education Studies students

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)

200-level literature course

How does it transfer?

general education or distribution requirement
general elective

Evidence of transferability

Please attach documentation

Transfer Map.pdf

ENG 222 Transfer Emails.pdf

Reviewer Comments

Course Change Request

Date Submitted: 10/04/24 4:33 pm

Viewing: **ENGR-112 : Engineering Programming**

Last approved: 09/30/23 4:41 am

Last edit: 10/04/24 4:33 pm

Changes proposed by: Eric Lee (elee)

Catalog Pages
referencing this
course
  Engineering (ENGR)

Programs
referencing this
course
  AS.OSUINDENG: AS, Industrial Engineering, OSU
  AS.OSUBIOLENGR: AS, Biological Engineering, OSU
  AS.OITMECHENGR: AS, Mechanical Engineering, OIT
  AS.OSUSMECHENGR: AS, Mechanical Engineering, OSU
  AS.PSUMECHENGR: AS, Mechanical Engineering, PSU
  AS.OSUARCHENGR: AS, Architectural Engineering, OSU
  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.OSUCONENRMGT: AS, Construction Engineering Management, OSU
  AS.OSUECOLENGR: AS, Ecological Engineering, OSU
  AS.OITELECENGR: AS, Electrical Engineering, OIT
  AS.OSUELCOMPENGR: AS, Electrical Engineering, OSU
  AS.PSUELECTENGR: AS, Electrical Engineering, PSU
  AS.OSUENVIRENGR: AS, Environmental Engineering, OSU
  AS.PSUENVIRENGR: AS, Environmental Engineering, PSU

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix	ENGR - Engineering
Course Number	112
Department	Engineering Sciences
Division	Arts and Sciences
Course Title	Engineering Programming

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course
Allow Pass/No Pass	Yes
Only 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   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

Introduction to basic scientific and engineering computing. ~~computing using MATLAB.~~ Covers methods of engineering analysis, design, and problem solving with computational tools. Emphasis on developing proficiency in writing functions and programs.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Foundational Requirement

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

Prerequisites or Corequisites

MTH-112Z or higher

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in
Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall/Winter/Spring

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

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	translate and solve engineering and mathematics problems using appropriate computational tools;
2	define and demonstrate examples of variables, loops, branching structures, and subroutines or functions;
3	produce computer programs capable of solving engineering problems; ~~problems using Matlab;~~
4	interpret and communicate engineering data with appropriate visualization tools.

Major Topic Outline

1. Calculations and interpreting output. ~~Course introduction, running MATLAB, using online help, demos, simple calculations, and interpreting output.~~ 2. Variables, mathematical expressions, simple built-in functions, 2-D plotting. 3. Matrices, ~~MATLAB matrices,~~ arrays and matrix arithmetic. 4. Program files, ~~MATLAB programs (M-files),~~ user input, output formatting.

5. If-then-else statements, statement, Boolean algebra. 6. For loops, while loops, Switch/case statement. 7. File I/O. 8. Statistics, regression, interpolation, extrapolation. 9. Monte Carlo Method. Structured programming techniques.

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)

ENGR-266 PSU - several of the intro course sequences (part of block transfer). CE-102, ME-121, ECE-102 OSU - ENGR-112 OIT - ENGR-266

How does it transfer?

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

https://ssb-prod.ec.oit.edu/PROD/oitcas_web.p_DispEquivalencies

---

OUS school to which the course will transfer

OSU - Oregon State University

Comparable
course(s)

ENGR-102 ~~PSU - several of the intro course sequences (part of block transfer). CE-102, ME-121, ECE-102 OSU - ENGR-112 OIT - ENGR-266~~

How does it transfer?

required or support for major

Evidence of transferability

OUS school to which the course will transfer

OSU-C - OSU-Cascade

Comparable
course(s)

ENGR-102 ~~PSU - several of the intro course sequences (part of block transfer). CE-102, ME-121, ECE-102 OSU - ENGR-112 OIT - ENGR-266~~

How does it transfer?

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

https://engineering.oregonstate.edu/tools-services/advising/transfer-student-guides

OUS school to which the course will transfer

PSU - Portland State University

Comparable
course(s)

CE-112, ME-121, ECE-102 (Part of several block transfers) ~~PSU - several of the intro course sequences (part of block transfer). CE-102, ME-121, ECE-102 OSU - ENGR-112 OIT - ENGR-266~~

How does it transfer?

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

https://www.pdx.edu/engineering/transfer-guides

Please attach documentation

Reviewer Comments

Preview Bridge

Program	Implementation
Associate of General Studies	2025/SU

Program Change Request

Date Submitted: 11/20/24 12:00 pm

Viewing: **AGS.GENERAL : Associate of General Studies**

Last approved: 06/10/24 1:45 pm

Last edit: 11/20/24 12:00 pm

Changes proposed by: Dustin Bare (dbare)

Catalog Pages Using
this Program

[Associate of General Studies (AGS)](#)

Change Type

College Council Review

No

Program Contact Information

Are you the Faculty Contact Person?

Yes

History

1. Oct 6, 2022 by clmig-kxayasene
2. Jan 5, 2023 by Megan Feagles (megan.feagles)
3. Jan 5, 2023 by Megan Feagles (megan.feagles)
4. Jan 5, 2023 by Megan Feagles (megan.feagles)
5. Jan 17, 2023 by Megan Feagles (megan.feagles)
6. Jan 24, 2023 by Megan Feagles

Program Overview

Name of Proposed Program

Associate of General Studies

Program Code   AGS.GENERAL

Award (CCWD)
  Associate of General Studies (90-108 credits) (AGS)

Type of Program   Associate of General Studies (AGS)
(CCC)

Educational Focus
Area

Effective Catalog   2025-2026
Edition

Career Area   Arts, Information, and Communications

Department   Arts and Sciences

Division   Arts and Sciences

Other locations (institutions) this Program will be offered

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

Program Award Information

Program Learning Outcomes (PLOs)

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

Proposed Curriculum
Complete 90 credits from the following:

Foundational Skills

Writing

1 Course

WR-101	Workplace Writing	4.00
WR-121Z	Composition I	4.00

WR-122Z	Composition II	4.00
WR-227Z	Technical Writing	4.00

Communications

1 Course

COMM-100Z	Introduction to Communication	4.00
COMM-111Z	Public Speaking	4.00
COMM-112	Persuasive Speaking	4.00
COMM-126	Intro to Communication, Gender, and Sexuality	4.00
COMM-140	Introduction to Intercultural Communication	4.00
COMM-212	Mass Media & Society	4.00
COMM-218Z	Interpersonal Communication	4.00
COMM-219	Small Group Discussion	4.00
COMM-227	Nonverbal Communication	4.00

Mathematics

1 Course

MTH-050	Technical Mathematics I	4.00
MTH-065	Algebra II	4.00
MTH-080	Technical Mathematics II	3.00
MTH-095	Algebra III	4.00
MTH-098	College Math Foundations	4.00
MTH-105Z	Math in Society	4.00

Higher Level Math or Statistics

Health & Physical Education

1 Course
Any 100-level course or above from the Physical Education/Health/Safety/First Aid Related Instruction list

General Education Distribution Areas

Arts & Letters

1 course

Each course must be at least 3 credits

4 credits

Arts & Letters Course List

ART-101	Art Appreciation	3.00
ART-115	Basic Design: 2-Dimensional Design	4.00
ART-117	Basic Design: 3-Dimensional Composition	4.00
ART-131	Introduction to Drawing	4.00
ART-204	History of Art/Ancient Through Medieval	4.00
ART-205	History of Art/Romanesque Through Baroque	4.00
ART-206	History of Art/Enlightenment Through Contemporary	4.00
ART-232	Life Drawing (Figure Emphasis)	4.00
ART-233	Drawing for Comics	4.00
ART-250	Ceramics/Beginning	4.00
ART-251	Ceramics/Hand-Building I	4.00
ART-252	Ceramics/Wheel-Throwing I	4.00
ART-253	Ceramics/Intermediate	4.00
ART-254	Ceramics/Hand-Building II	4.00
ART-255	Ceramics/Wheel-Throwing II	4.00
ART-257	Metalsmithing/Jewelry	4.00
ART-281	Painting: Still Life/Beginning	4.00
ART-282	Painting: The Figure/Beginning	4.00
ART-283	Painting: Landscapes/Beginning	4.00
ART-284	Painting: Still Life/Intermediate	4.00
ART-285	Painting: The Figure/Intermediate	4.00
ART-286	Painting: Landscapes/Intermediate	4.00
ART-291	Sculpture	4.00
ART-292	Sculpture (Figure Emphasis)	4.00
ART-293	Sculpture (Metal Emphasis)	4.00
ASL-201	Second-Year American Sign Language I	4.00

ASL-202	Second-Year American Sign Language II	4.00
ASL-203	Second-Year American Sign Language III	4.00
COMM-112	Persuasive Speaking	4.00
COMM-126	Intro to Communication, Gender, and Sexuality	4.00
COMM-140	Introduction to Intercultural Communication	4.00
COMM-212	Mass Media & Society	4.00
COMM-218Z	Interpersonal Communication	4.00
COMM-219	Small Group Discussion	4.00
COMM-227	Nonverbal Communication	4.00
ENG-104Z	Introduction to Fiction	4.00
ENG-105Z	Introduction to Drama	4.00
ENG-106Z	Introduction to Poetry	4.00
ENG-107	World Literature: Ancient Through Classical Times	4.00
ENG-108	World Literature: Early Middle Ages through the 18th Century	4.00
ENG-109	World Literature: The 19th through 21st Centuries	4.00
ENG-116	Introduction to Literature: Comics	4.00
ENG-121	Mystery Fiction	4.00
ENG-130	Leadership in Literature	4.00
ENG-194	Introduction to Film	4.00
ENG-195	American Film	4.00
ENG-201	Shakespeare	4.00
ENG-202	Shakespeare	4.00
ENG-204	British Literature: Ancient to Enlightenment	4.00
ENG-205	British Literature: Romantic to Contemporary	4.00
ENG-213	U.S. Latinx Literature	4.00
ENG-218	Arthurian Literature	4.00
ENG-226	Popular Literature	4.00
ENG-240	Native American Mythology	4.00
ENG-241	Norse Mythology	4.00

ENG-243	African Mythology	4.00
ENG-250	Greek Mythology	4.00
ENG-251	Celtic Mythology	4.00
ENG-252	Hindu Mythology	4.00
ENG-253	American Literature: Pre-Columbian to Civil War	4.00
ENG-254	American Literature: 1865 to Present	4.00
ENG-255	American Literature: Topics in American Literature	4.00
ENG-260	Introduction to Women Writers	4.00
ENG-261	Literature of Science Fiction	4.00
ENG-270	Introduction to Literary Criticism	4.00
ENG-271	World Literature: Ancient Through Classical Times	4.00
ENG-272	World Literature: Early Middle Ages through the 18th Century	4.00
ENG-273	World Literature: the 19th Through 21st Centuries	4.00
ENG-295	Revolutionary Film	4.00
ENG-296	Adaptation: Literature Into Film	4.00
FR-201	Second-Year French I	4.00
FR-202	Second-Year French II	4.00
FR-203	Second-Year French III	4.00
HUM-235	Perspectives on Terrorism	4.00
HUM-237	Perspectives on Democracy and Dialogue	4.00
J-211	Mass Media & Society	4.00
J-216	Writing for Media	4.00
MUS-105	Music Appreciation	3.00
MUS-111	Music Theory I	3.00
MUS-112	Music Theory I	3.00
MUS-113	Music Theory I	3.00
MUS-205	Music Literature: History of Jazz	4.00
MUS-206	Music Literature: History of Rock	4.00
MUS-211	Music Theory II	3.00

MUS-212	Music Theory II	3.00
MUS-213	Music Theory II	3.00
PHL-101	Philosophical Problems	4.00
PHL-102	Ethics	4.00
PHL-103	Critical Reasoning	4.00
PHL-205	Moral Issues	4.00
PHL-210	Philosophy of Religion	4.00
PHL-213	Asian Philosophy	4.00
PHL-216	Ancient Philosophy	4.00
R-101	Judaism and Foundations of Religion	4.00
R-102	Christianity and Islam	4.00
R-103	Asian Religions	4.00
R-204	History of Christianity	4.00
R-210	World Religions	4.00
R-211	History of the Old Testament	4.00
R-212	History of the New Testament	4.00
SPN-201	Second-Year Spanish I	4.00
SPN-202	Second-Year Spanish II	4.00
SPN-203	Second-Year Spanish III	4.00
SSC-237	Perspectives on Democracy and Dialogue	4.00
TA-101	Appreciation of Theatre	4.00
TA-102	Appreciation of Theatre	4.00
TA-103	Appreciation of Theatre	4.00
TA-111	Fundamentals of Technical Theatre	4.00
TA-122	Costuming II	3.00
TA-123	Costuming III	3.00
TA-141	Acting I	4.00
TA-142	Acting II	4.00
TA-143	Acting III	4.00

TA-153	Theatre Rehearsal & Performance	3.00
WR-240	Creative Nonfiction Writing I	4.00
WR-241	Fiction Writing I	4.00
WR-242	Poetry Writing I	4.00
WR-243	Playwriting I	4.00
WR-244	Fiction Writing II	4.00
WR-245	Poetry Writing II	4.00
WR-247	Playwriting II	4.00
WR-248	Bookmaking: Design and Layout	4.00
WR-262	Introduction to Screenwriting	4.00
WR-263	Screenwriting II	4.00
WR-265	Digital Storytelling	4.00
WR-270	Creative Nonfiction Writing II: Food Writing	4.00
WS-101	Introduction to Women's Studies	4.00

Social Science

1 course

Each course must be at least 3 credits

4 Credits

Social Science Course List

ANT-101	Biological Anthropology	4.00
ANT-102	Archaeology & Prehistory	4.00
ANT-103	Cultural Anthropology	4.00
ANT-232	Native Americans of North America	4.00
CJA-101	Criminology	4.00
CJA-201	Juvenile Delinquency	4.00
EC-200	Contemporary Economic Issues	4.00
EC-201	Principles of Economics: Micro	4.00
EC-202	Principles of Economics: Macro	4.00
ES-101	Introduction to Ethnic Studies	4.00

GEO-100	Introduction to Physical Geography	4.00
GEO-110	Cultural & Human Geography	4.00
GEO-130	Introduction to Environmental Geography	4.00
GEO-208	Geography of the United States & Canada	4.00
HST-101	History of Western Civilization	4.00
HST-102	History of Western Civilization	4.00
HST-103	History of Western Civilization	4.00
HST-130	Oddballs and Outcasts in Western Civilization	4.00
HST-131	History of Crime & Punishment in Western Civilization	4.00
HST-132	History of Language and the Written Word in Western Civilization	4.00
HST-136	History of Popular Culture, Entertainment & Sports in Western Civilization	4.00
HST-137	History of Science, Medicine, & Technology in Western Civilization	4.00
HST-138	History of Love, Marriage and the Family In Western Civilization	4.00
HST-201	History of the United States	4.00
HST-202	History of the United States	4.00
HST-203	History of the United States	4.00
HUM-237	Perspectives on Democracy and Dialogue	4.00
PS-200	Introduction to Political Science	4.00
PS-201	American Government and Politics	4.00
PS-203	State and Local Governments	4.00
PS-204	Introduction to Comparative Politics	4.00
PS-205	International Relations	4.00
PS-225	Introduction to Political Ideologies	4.00
PS-297	Introduction to Environmental Politics	4.00
PSY-201Z	Introduction to Psychology I	4.00
PSY-202Z	Introduction to Psychology II	4.00
PSY-215	Introduction to Developmental Psychology	4.00
PSY-219	Introduction to Psychological Disorders	4.00
PSY-231	Introduction to Human Sexuality	4.00

SOC-204	Introduction to Sociology	4.00
SOC-205	Social Stratification & Social Systems	4.00
SOC-206	Institutions & Social Change	4.00
SOC-210	Marriage, Family, & Intimate Relations	4.00
SOC-225	Social Problems	4.00
SSC-235	Perspectives on Terrorism	4.00
SSC-237	Perspectives on Democracy and Dialogue	4.00
WS-101	Introduction to Women's Studies	4.00

Science/Math/Computer Science

1 course

Each course must be at least 3 credits

4 Credits

Science/Math/Computer Science Course List

ASC-175	Integrated Science Inquiry	4.00
ASC-176	Integrated Science Inquiry	4.00
ASC-177	Integrated Science Inquiry	4.00
BI-101	General Biology; Cellular Biology	4.00
BI-102	General Biology; Animal Systems	4.00
BI-103	General Biology; Plants & The Ecosystem	4.00
BI-112	General Biology for Health Sciences	4.00
BI-160	Bird Identification & Taxonomy	3.00
BI-160L	Bird Identification & Taxonomy with Lab	4.00
BI-165C	Natural History of the Oregon Coast	3.00
BI-165CL	Natural History of the Oregon Coast with Lab	4.00
BI-165D	Natural History of the Western Deserts	4.00
BI-175	Integrated Science Inquiry	4.00
BI-176	Integrated Science Inquiry	4.00
BI-177	Integrated Science Inquiry	4.00
BI-204	Elementary Microbiology	4.00

BI-211	General Biology for Science Majors (Cellular Biology)	5.00
BI-212	General Biology for Science Majors (Animal Biology)	5.00
BI-213	General Biology for Science Majors (Plant Biology & Ecology)	5.00
BI-231	Human Anatomy & Physiology I	4.00
BI-232	Human Anatomy & Physiology II	4.00
BI-233	Human Anatomy & Physiology III	4.00
BI-234	Introductory Microbiology	4.00
CH-104	Introductory Chemistry	5.00
CH-105	Introductory Chemistry	5.00
CH-106	Introductory Chemistry	5.00
CH-112	Chemistry for Health Sciences	4.00
CH-114	Chemistry in Art	4.00
CH-221	General Chemistry	5.00
CH-222	General Chemistry	5.00
CH-223	General Chemistry	5.00
ESR-171	Introduction to Environmental Science	4.00
ESR-172	Introduction to Climate Change	4.00
ESR-173	Introduction to Sustainability	4.00
G-101	General Geology	4.00
G-102	General Geology	4.00
G-103	General Geology	4.00
G-148	Volcanoes & Earthquakes	4.00
G-201	General Geology	4.00
G-202	General Geology	4.00
G-203	General Geology	4.00
GS-104	Earth System Science	4.00
GS-105	Earth System Science	4.00
GS-106	Earth System Science	4.00
GS-107	Astronomy	4.00

MTH-105Z	Math in Society	4.00
MTH-111Z	Precalculus I: Functions	4.00
MTH-112Z	Precalculus II: Trigonometry	4.00
MTH-211	Fundamentals of Elementary Math I	4.00
MTH-212	Fundamentals of Elementary Math II	4.00
MTH-213	Fundamentals of Elementary Math III	4.00
MTH-244	Statistics II	4.00
MTH-251	Calculus I	5.00
MTH-252	Calculus II	5.00
MTH-253	Calculus III	5.00
MTH-254	Vector Calculus	5.00
MTH-256	Differential Equations	4.00
MTH-261	Linear Algebra	4.00
PH-121	Astronomy	4.00
PH-122	General Astronomy	4.00
PH-123	General Astronomy	4.00
PH-201	General Physics	5.00
PH-202	General Physics	5.00
PH-203	General Physics	5.00
PH-211	General Physics With Calculus	5.00
PH-212	General Physics With Calculus	5.00
PH-213	General Physics With Calculus	5.00
STAT-243Z	Elementary Statistics I	4.00
Z-201	General Zoology	4.00
Z-202	General Zoology	4.00
Z-203	General Zoology	4.00

Other Requirements

Other College-level Courses

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

Notes

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

Reviewer
Comments

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

Notes

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

Program Learning Outcomes

Program	Implementation
Early Childhood Education & Family Studies AAS	2025/SU

EARLY CHILDHOOD EDUCATION & FAMILY STUDIES AAS
PROGRAM OUTCOMES

These program learning outcomes (PLOs) were adopted from National Association for the Education of Young Children (NAEYC) early childhood teacher preparation standards and competencies. These standards represent what students should know and be able to do as a result of graduating from our program.

CHILD DEVELOPMENT AND LEARNING IN CONTEXT

	Outcome(s)
1	1a: understand the developmental period of early childhood from birth through age eight across physical, cognitive, social and emotional, and linguistic domains including bilingual/multilingual development; ~~are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains;~~
2	1b: understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices; ~~understand each child as an individual with unique developmental variations;~~
3	1c: understand the ways that child development and the learning process occur within multiple contexts, including family, culture, language, community, and early learning settings as well as within a larger societal context that includes structural inequities; ~~understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society;~~
4	1d: use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child; ~~use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.~~

FAMILY-TEACHER PARTNERSHIPS AND COMMUNITY CONNECTIONS

Early childhood educators understand that successful early childhood education depends upon educators' partnerships with the families of the young children they serve.

5	2a: know about, understand ~~understand,~~ and value the diversity of families; ~~in family characteristics;~~
6	2b: collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement; ~~use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children's development and learning;~~
7	2c: use community resources to support young children's learning and development and to support ~~children's~~ families, and ~~they~~ build partnerships

	Outcome(s)
	~~connections~~ between early learning settings, schools ~~schools,~~ and community organizations and agencies; ~~agencies.~~

CHILD OBSERVATION, DOCUMENTATION, AND ASSESSMENT

8	3a: understand that ~~the primary purpose of~~ assessments (formal and informal, formative and summative) are conducted ~~is~~ to make informed choices about ~~inform~~ instruction and for planning in early learning settings;
9	3b: know a wide range of types of assessments, their purposes and their associated methods and tools; ~~know how to use observation, documentation, and other appropriate assessment approaches and tools;~~
10	3c: use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, ~~ability,~~ and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child; ~~child~~
11	3d: build assessment partnerships with families and professional colleagues; ~~in partnership with families and professional colleagues, early childhood educators use assessments to document individual children's progress and, based on the findings, to plan learning experiences.~~

DEVELOPMENTALLY, CULTURALLY, AND LINGUISTICALLY APPROPRIATE TEACHING PRACTICES

Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur.

12	4a: understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' ~~for their~~ work with young children;
13	4b: understand and use teaching skills that are responsive to the learning trajectory ~~trajectories~~ of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills is critical for young children; ~~child;~~
14	4c: use a broad repertoire of developmentally appropriate, ~~appropriate and~~ culturally and linguistically relevant, anti-bias ~~anti-bias,~~ and evidence-based teaching skills and strategies ~~approaches~~ that reflect the principles of universal design for learning; ~~learning.~~

KNOWLEDGE, APPLICATION, AND INTEGRATION OF ACADEMIC CONTENT IN THE EARLY CHILDHOOD CURRICULUM

Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline.

15	5a: understand ~~content knowledge and resources -~~ the central concepts, ~~the~~ methods and tools of inquiry, and structure, and resources for the academic disciplines ~~structures~~ in an early education curriculum; ~~each academic discipline;~~
16	5b: understand pedagogical content knowledge—how young children learn in each discipline - and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children's learning in each content area; ~~understand pedagogy, including how young children learn and process information~~

	Outcome(s)
	~~in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice;~~
17	5c: modify teaching practices by applying, expanding, integrating and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge; ~~apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.~~

PROFESSIONALISM AS AN EARLY CHILDHOOD EDUCATOR

18	6a: identify and involve oneself with the early childhood field and serve as an informed advocate for young children, families and the profession; ~~identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession;~~
19	6b: know about and uphold ~~use~~ ethical ~~guidelines~~ and other early childhood professional guidelines;
20	6c. use professional communication skills, including technology mediated strategies, to effectively support young children's learning and development and work with families and colleagues; ~~have professional communication skills that effectively support their relationships and work with young children, families, and colleagues;~~
21	6d: engage in continuous, collaborative learning to inform practice; ~~are continuous, collaborative learners who~~
22	6e: develop and sustain the habit of reflective and intentional practice in their daily practice ~~work~~ with young children and as members of the early childhood profession.

Number	Title
BA-169Z	Data Analysis Using Microsoft Excel
BA-226Z	Introduction to Business Law
BI-221Z	Principles of Biology: Cells
BI-222Z	Principles of Biology: Organisms
BI-223Z	Principles of Biology: Ecology and Evolution
CH-221Z	General Chemistry I
CH-222Z	General Chemistry II
CH-223Z	General Chemistry III
CH-227Z	General Chemistry I Laboratory
CH-228Z	General Chemistry II Laboratory
CH-229Z	General Chemistry III Laboratory
MTH-251Z	Differential Calculus
MTH-252Z	Integral Calculus
MTH-253Z	Calculus: Sequences and Series
SOC-204Z	Introduction to Sociology
SOC-205Z	Social Change and Institutions
SOC-206Z	Social Problems