

January 16, 2026 (8-9:30am)

	Presenter	Action
<b>1. Welcome</b>	<b>Chair</b>	
<b>2. Approval of Minutes</b>	<b>Chair</b>	Approval
<b>3. Consent Agenda</b> a. Course Number Changes b. Course Title Change c. Reviewed Outlines for Approval	<b>Chair</b>	Approval
<b>4. Course and Program Approvals</b> a. Program for Intensive English (PIE) Subject Inactivation b. Gerontology CC Amendment	<b>Curriculum Office Laurette Scott</b>	Informational Approval/26.SU
<b>5. Old Business</b> a.		
<b>6. New Business</b> a. CourseLeaf Program Form Updates b. Change EFA Subject Name to "Career Exploration" c. Interest in Reviewing PE Related Instruction Requirement d. General Education Complete e. Gen Ed Approval for Common Course Numbering	<b>Dru Urbassik Eric Lee Joan San-Claire David Plotkin Elizabeth Carney</b>	Informational Discussion Discussion Informational Discussion
<b>7. Closing Comments</b>		

December 5, 2025 (8-9:30am)

**Present:** ASG (Nika Chernishov ), ASG (Cadence Gillespie), Keely Baca, Dustin Bare, Nora Brodnicki (Co-Chair), Armetta Burney, Debra Carino, Elizabeth Carney, Virginia Chambers, Amanda Coffey, Craig Connors, Juan Cortes, Ephanie Debey, Ada Echevarria, Megan Feagles (Recorder), Erin Gravelle, Jordan Gulley, Kari Hiatt, Danielle Hoffman, Kerrie Hughes, Anne Innis, Kara Leonard, Gentiana Loeffler, Keoni McHone, Kelly Mercer (Co-Chair), Deanna Myers, Anne-Mary Nash-Haruna, David Plotkin, Carrie Sandberg, AJ Smith, April Smith, Aundrea Snitker, Sarah Steidl, Chris Sweet, Dru Urbassik

**Guests:** Joan San-Claire, Misay Partnof

**Absent:** Frank Kilders, Charles Siegfried, Wryann Van Riper

### 1. Welcome

### 2. Approval of Minutes

- a. Approval of the November 21, 2025 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. BA-217 Course Inactivation

- i. Joan San-Claire presented
- ii. Course was removed from programs during last year, effective for 25-26, but was taught one last time this fall. Ready to inactivate for 26-27.

*Motion to approve, approved*

### 5. Old Business

#### a. Related Instruction Sub-Committee

- i. Currently only two members. Looking for volunteers for additional members. We also need a lead for that group.
  - ii. Kerrie Hughes, Kelly Mercer volunteered.
  - iii. Has there been any discussion about the PE/Health/Safety requirement? It sounds like other Oregon Community Colleges don't require this.
1. Put on the next agenda talk about putting a group together.

### 6. New Business

#### a. Common Course Numbering (CCN) Update

- i. <https://www.oregon.gov/highered/about/transfer/pages/common-course-numbering.aspx>
- ii. Transfer Council approved the 26-27 Course list on 6/6/25 and 11/20/25:
  1. BI-231Z, BI-232Z, BI-233Z (Human Anatomy and Physiology Series)
  2. CH-104Z/CH-124Z Introduction to Chemistry/Lab, CH-112Z Chemistry for Health Professions, CH-150Z Preparatory Chemistry
  3. HST-201Z, HST-202Z, HST-203Z (United States History Series)
  4. SPN-101Z, SPN-102Z, SPN-103Z (First-year Spanish Series)
- iii. Curriculum Office will facilitate the changes to courses and programs in CourseLeaf.
- iv. Changes will come to Curriculum Committee for approval on 4/3/26. Changes can't be made in Colleague until after 2026/SP registration ends on 4/12/26.

### 7. Closing Comments

- a. February 6<sup>th</sup> is the catalog deadline meeting for the 26-27 catalog.
- b. Do courses that need recertification for General Education need to be approved by the catalog deadline?
  - i. New courses or courses newly seeking General Education would need to be approved by the catalog deadline.
  - ii. The Gen Ed Review Team will discuss the deadline for recertified courses and will send the information out to Curriculum Committee after their meeting on Monday.

*-Meeting Adjourned-*

**Next Meeting: January 16, 2026 (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
CJA-210	Criminal Investigation I	2026/SP
CJA-215	Sexual Abuse and Human Trafficking	2026/SP
CJA-216	Implicit Bias and Policing	2026/SP
HOR-213	Computer-Aided Landscape Design	2026/SP
HOR-223	Applied Plant Science	2026/SP
HOR-240	Irrigation Practices	2026/SP
HS-170	Preparation for Field Experience in Human	2026/SP
MA-100	Introduction to Medical Assisting	2026/SP
NRS-231	Clinical Pharmacology II	2026/SP
NRS-232	Pathophysiological Processes I	2026/SP
STAT-243Z	Elementary Statistics I	2026/SP
TA-141	Acting I	2026/SP
TA-153	Theatre Rehearsal & Performance	2026/SP

# Course Change Request

Date Submitted: 11/04/25 10:53 am

## Viewing: CJA-210 : Criminal Investigation I

Last approved: 01/18/25 5:20 am

Last edit: 12/08/25 11:56 am

Changes proposed by: Tim Musgrave (tim.musgrave)

Catalog Pages

referencing this

course

[Criminal Justice \(CJA\)](#)

[Criminal Justice, AAS](#)

Programs

referencing this

course

[AAS.CRIMJUSTICE: Criminal Justice](#)

Credits/Hours/Instructional Method Change

### In Workflow

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

### Approval Path

1. 11/04/25 10:56 am  
Megan Feagles  
(megan.feagles):  
Approved for  
Curriculum Office
2. 12/10/25 2:02 pm  
Erin Gravelle  
(erin.gravelle):  
Approved for DTPS  
Curriculum  
Committee Outline  
Review Team

### History

1. Nov 7, 2023 by  
Megan Feagles  
(megan.feagles)
2. Jan 18, 2025 by  
Yvonne Smith  
(yvonnes)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix CJA - Criminal Justice

Course Number 210

Department Education, Human Services and Criminal  
Justice

Division Technology, Applied Science and Public  
Services (TAPS)

Course Title Criminal Investigation I

### **Grading**

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Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit Yes

Min Credit 3.00

Variable Credit No

### **Contact hours**

---

Lecture 33.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 33

Proposed Effective Spring 2026  
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

Introduces the history, theory and principles of criminal investigation in the criminal justice system. Describes crime scene investigation and courtroom aspects of crime scenes including interviews, evidence, follow-up, case preparation, and investigative techniques.

#### Type of Course (ACTI Code)

100 - Lower Division Collegiate

#### Select at least one of the following:

Elective Only

#### Is this class challengeable?

Yes

#### Can this course be repeated for credit in a degree?

No

## Course Requisites

### Required

Prerequisites

CJA-110 with a C or better

Corequisites

Prerequisites or Corequisites

**Recommended**

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Prerequisites

CJA-122

Corequisites

Prerequisites or Corequisites

## **Non-Course Requisites**

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Required

Recommended

Is Student Petition required?

No

Show course in [Schedule](#) Print in Schedule

[Hide course in catalog](#)

No

When do you plan to offer this course?

[Fall](#) [Spring](#)

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

## Course Certifications

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Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

Social Sciences

## Equivalent Courses

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Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

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Student Learning Outcomes

<b>Upon successful completion of this course, students should be able to:</b>	
1	examine the basic investigative processes and the sequential order in which they should be employed;
2	analyze laws of evidence;
3	explain the various aspects of crime scene documentation;
4	interpret the importance of accurate and proper recording and reporting techniques as they relate to the criminal investigation process.

## AAOT/ASOT General Education Outcomes Course Outline Mapping Chart

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

### **WR: Writing Outcomes**

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

C

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

C

Demonstrate appropriate reasoning in response to complex issues.

C

### **SP: Speech/Oral Communication Outcomes**

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Engage in ethical communication processes that accomplish goals.

C

Respond to the needs of diverse audiences and contexts.

C

Build and manage relationships.

S

### **SS: Social Science Outcomes**

---

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

P

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

P

## **Outcome Assessment Strategies**

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Outcomes Assessment Strategies

General Examination

Multiple Choice Test

Writing Assignments

Major Topic Outline

1. Introduction to investigations.
2. Crime scene photography.
3. Crime scene diagramming.
4. Search and seizure.
5. Interviewing victims, witnesses and suspects.

## Green Course Management

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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

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OUS school to which the course will transfer

PSU - Portland State University

Comparable

course(s)

SOU CJ261, WOU/PSU lower division transfer/elective

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)

How does it transfer?

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Website

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Please attach documentation

2023 2024 AAOT Oregon CC into BS in CCJ at PSU Transfer Guide.pdf

All OSU CJA Course Equivalencies for Clackamas Community

College.docx

Reviewer Comments

Key: 425

Preview Bridge

# Course Change Request

Date Submitted: 11/01/25 1:10 pm

## Viewing: **CJA-215 : Sexual Abuse and Human Trafficking**

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

Last edit: 12/08/25 12:08 pm

Changes proposed by: Tim Musgrave (tim.musgrave)

Catalog Pages

referencing this  
course

[Criminal Justice \(CJA\)](#)

[Criminal Justice, Corrections Option, AAS](#)

[Human Services Generalist, AAS](#)

Programs

referencing this  
course

[AAS.CORRECTIONS: Criminal Justice AAS, Corrections Option](#)

[AAS.HUMANSERVGEN: Human Services Generalist](#)

Credits/Hours/Instructional Method Change

### In Workflow

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

### Approval Path

1. 11/03/25 7:16 am  
Megan Feagles  
(megan.feagles):  
Approved for  
Curriculum Office
2. 12/10/25 11:58 am  
Erin Gravelle  
(erin.gravelle):  
Rollback to  
Curriculum Office  
for DTPS Curriculum  
Committee Outline  
Review Team
3. 12/10/25 1:36 pm  
Megan Feagles  
(megan.feagles):  
Approved for  
Curriculum Office
4. 12/10/25 2:02 pm  
Erin Gravelle  
(erin.gravelle):  
Approved for DTPS  
Curriculum

## History

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

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix CJA - Criminal Justice

Course Number 215

Department Education, Human Services and Criminal  
Justice

Division Technology, Applied Science and Public  
Services (TAPS)

Course Title Sexual Abuse and Human Trafficking

## 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 Spring 2026

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 will explore various aspects of sexual abuse cases and human trafficking in the state of Oregon and the U.S., including discussion of societal and historical perspectives, responses to victim trauma, sexual offenders and law enforcement response to these crimes.

### Type of Course (ACTI Code)

100 - Lower Division Collegiate

### Select at least one of the following:

Elective Only

### Is this class challengeable?

Yes No

Can this course be repeated for credit in a degree?

No

## Course Requisites

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### Required

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Prerequisites

Corequisites

Prerequisites or Corequisites

### Recommended

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Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

---

Required

Recommended

Is Student Petition required?

No

Show course in

Print in Schedule

Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall/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)

Social Sciences

## Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

Student Learning Outcomes

	<b>Upon successful completion of this course, students should be able to:</b>
1	demonstrate knowledge of the history and prevalence of sexual abuse in the U.S.;

	<b>Upon successful completion of this course, students should be able to:</b>
2	demonstrate knowledge of sexual abuse crime elements in the state of Oregon;
3	identify the steps in a sexual abuse investigation and prosecution;
4	discuss the issues surrounding human trafficking and prostitution;
5	identify approaches for helping and working with victims of sexual abuse;
6	explain the correctional responses to offenders convicted of sexual abuse cases.

## **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.

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

## Outcome Assessment Strategies

---

### Outcomes Assessment Strategies

#### Major Topic Outline

1. Introduction, history, data and facts of sexual abuse cases
2. Oregon Revised Statutes pertaining to sexual abuse cases
3. Investigation and prosecution of sexual abuse offenses
4. Human trafficking, prostitution and its relation to sexual abuse cases
5. Victim response to sexual abuse cases
6. Consequences for the sexual abuse offender

## Green Course Management

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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

PSU - Portland State University

Comparable  
course(s)

How does it transfer?

general elective

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)

How does it transfer?

general elective

Evidence of transferability

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

---

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable  
course(s)

How does it transfer?

general elective

Evidence of transferability

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

---

Please attach documentation

Reviewer Comments

**Erin Gravelle (erin.gravelle) (12/10/25 11:58 am):** Rollback: We are wondering if the courses that GE courses as well, if there is another committee that has already assessed whether or not the course meets the GE outcomes? In this case, has another committee already determined that this course meets the Social Science outcomes? Thanks!

Key: 430

[Preview Bridge](#)

# Course Change Request

Date Submitted: 11/01/25 1:11 pm

## Viewing: **CJA-216 : Implicit Bias and Policing**

Last approved: 03/29/24 3:33 am

Last edit: 12/08/25 11:56 am

Changes proposed by: Tim Musgrave (tim.musgrave)

Catalog Pages

referencing this  
course

[Criminal Justice \(CJA\)](#)

[Criminal Justice, AAS](#)

[Criminal Justice, Corrections Option, AAS](#)

Programs

referencing this  
course

[AAS.CRIMJUSTICE: Criminal Justice](#)

[AAS.CORRECTIONS: Criminal Justice AAS, Corrections Option](#)

Credits/Hours/Instructional Method Change

### In Workflow

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

### Approval Path

1. 11/03/25 7:17 am  
Megan Feagles  
(megan.feagles):  
Approved for  
Curriculum Office
2. 12/10/25 11:34 am  
Erin Gravelle  
(erin.gravelle):  
Approved for DTPS  
Curriculum  
Committee Outline  
Review Team

### History

1. Nov 7, 2023 by  
Megan Feagles  
(megan.feagles)
2. Mar 29, 2024 by  
Megan Feagles  
(megan.feagles)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix CJA - Criminal Justice

Course Number 216

Department Education, Human Services and Criminal  
Justice

Division Technology, Applied Science and Public  
Services (TAPS)

Course Title Implicit Bias and Policing

### **Grading**

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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 Spring 2026  
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 explores the concept of implicit bias and the potential influence of bias in law enforcement decision-making. Provides an overview of implicit bias assessments and their limitations. Students will develop skills to recognize and take action to manage bias and identify law enforcement practices that reduce bias and positively influence community relations.

#### Type of Course (ACTI Code)

100 - Lower Division Collegiate

#### Select at least one of the following:

Elective Only

#### 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 [Schedule](#) Print in Schedule

[Hide course in catalog](#)

No

When do you plan to offer this course?

Spring

Will this class use library resources?

No

## Course Certifications

---

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

---

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

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Student Learning Outcomes

<b>Upon successful completion of this course, students should be able to:</b>	
1	recognize the ongoing influence of historical events on current police/community relationships with underrepresented/marginalized communities;
2	analyze the fair and impartial policing and discuss the importance of fair and impartial policing to the community;
3	recognize implicit and explicit bias;
4	explain how the Implicit Association Test instrument may be used to identify potential areas of personal bias;
5	identify law enforcement practices that reduce bias and positively influence community relations;
6	create a plan for implementing personal strategies to mitigate implicit bias in decision-making.

## Major Topic Outline

1. A brief history of policing in America. 2. Policing in underrepresented/marginalized communities. 3. Procedural justice and police legitimacy. 4. Defining implicit and explicit bias. 5. Other biases that impact interpersonal relationships and interactions. 6. Impact of bias in private and public sector organizations. 7. Impact of bias on law enforcement decision-making. 8. The Implicit Association Test (IAT). 9. Personal strategies to mitigate implicit bias in decision-making. 10. Law enforcement practices that reduce bias and positively influence police/community relations.

## Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course      0

## Course Transferability

---

OUS school to which the course will transfer

EOU - Eastern Oregon University

Comparable  
course(s)

How does it transfer?

general elective  
other (provide details)

Details of how course transfers

Part of AAOT

Evidence of transferability

---

OUS school to which the course will transfer

OSU - Oregon State University

Comparable  
course(s)

How does it transfer?

general elective  
other (provide details)

Details of how course transfers

Part of AAOT

Evidence of transferability

---

OUS school to which the course will transfer

PSU - Portland State University

Comparable  
course(s)

How does it transfer?

general elective  
other (provide details)

Details of how course transfers

Part of AAOT

Evidence of transferability

---

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable  
course(s)

How does it transfer?

general elective  
other (provide details)

Details of how course transfers

Part of AAOT

Evidence of transferability

---

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable  
course(s)

How does it transfer?

general elective  
other (provide details)

Details of how course transfers

Part of AAOT

Evidence of transferability

---

Please attach documentation

Reviewer Comments

Key: 431

[Preview Bridge](#)

# Course Change Request

Date Submitted: 12/19/25 3:19 pm

## Viewing: **HOR-213 : Computer-Aided Landscape Design**

Last approved: 02/17/24 3:56 am

Last edit: 12/21/25 11:20 am

Changes proposed by: April Chastain (april.chastain)

Catalog Pages

referencing this

course

[Horticulture, AAS](#)

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

[Landscape Management, AAS](#)

Programs

referencing this

course

[AAS.LANDSCAPEMGMT: Landscape Management](#)

[AAS.HORT1: Horticulture](#)

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. 01/05/26 7:49 am  
Megan Feagles  
(megan.feagles):  
Approved for Curriculum Office
2. 01/06/26 9:22 am  
Deanna Myers  
(deanna.myers):  
Approved for DASC Curriculum Committee Outline Review Team

### History

1. Jun 3, 2023 by  
Megan Feagles  
(megan.feagles)
2. Feb 17, 2024 by  
April Chastain  
(april.chastain)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

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

Course Number 213

Department Horticulture

Division Arts and Sciences

Course Title Computer-Aided Landscape Design

### **Grading**

---

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit Yes

Min Credit 3.00

Variable Credit No

### **Contact hours**

---

Lecture 22.00

Lec/Lab 22.00

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 44

Proposed Effective Spring 2026  
Term

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

Yes

#### Course Description

Develop skills with Computer-aided design (CAD) software for creating landscape designs.  
Practice techniques utilized in common CAD programs used in the landscape industry.

#### Type of Course (ACTI Code)

210 - Career Technical Preparatory (MUST BE  
IN A PROGRAM)

#### Is this class challengeable?

No

#### Can this course be repeated for credit in a degree?

No

## Course Requisites

### Required

Prerequisites

**HOR-229**

Corequisites

Prerequisites or Corequisites

### **Recommended**

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Prerequisites

CS-120 or comparable computer skills

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 ~~Not Offered Every Year~~

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

<b>Upon successful completion of this course, students should be able to:</b>	
1	use basic Computer-Aided Design drawing, editing, text and plotting skills;
2	develop a hardscape plan;
3	modify and create plant records in the plant database;
4	create and insert plant symbols;
5	develop a planting plan estimate report;
6	develop plant lists for landscape projects.

Major Topic Outline

1. Drawing commands.
2. File management.
3. Editing commands.
4. Appearance of objects.
5. Boundaries and hatches.
6. Plotting and scaling.

7. Blocks.
8. Planting plan.

## Green Course Management

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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

Reviewer Comments

Key: 950

[Preview Bridge](#)

# Course Change Request

Date Submitted: 12/19/25 3:26 pm

## Viewing: **HOR-223 : Applied Plant Science**

Last approved: 03/29/24 3:35 am

Last edit: 12/21/25 11:20 am

Changes proposed by: April Chastain (april.chastain)

Catalog Pages

referencing this

course

[Horticulture, AAS](#)

[Horticulture, Certificate](#)

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

[Landscape Management, AAS](#)

[Landscape Management, Arboriculture Option, AAS](#)

[Organic Farming, Certificate](#)

Programs

referencing this

course

[AAS.LANDSCAPEMGMT: Landscape Management](#)

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

[Option](#)

[CC.ORGANICFARM: Organic Farming](#)

[AAS.HORT1: Horticulture](#)

[CC.HORT: Horticulture](#)

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. 12/22/25 5:22 am  
Megan Feagles  
(megan.feagles):  
Approved for Curriculum Office
2. 01/06/26 9:23 am  
Deanna Myers  
(deanna.myers):  
Approved for DASC Curriculum Committee Outline Review Team

### History

1. Nov 7, 2023 by  
Megan Feagles  
(megan.feagles)
2. Mar 29, 2024 by  
Megan Feagles  
(megan.feagles)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

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

Course Number 223

Department Horticulture

Division Arts and Sciences

Course Title Applied Plant Science

### **Grading**

---

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit Yes

Min Credit 4.00

Variable Credit No

### **Contact hours**

---

Lecture 44.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 44

Proposed Effective Spring 2026  
Term

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

#### Course Description

An overview of the practical aspects of plant growth and development, classification systems, plant breeding and environmental factors in managing plant growth.

#### Type of Course (ACTI Code)

210 - Career Technical Preparatory (MUST BE  
IN A PROGRAM)

#### 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](#) [Fall](#)

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

## Course Certifications

---

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

Arts & Letters

Sciences

## Equivalent Courses

---

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

---

Student Learning Outcomes

<b>Upon successful completion of this course, students should be able to:</b>	
1	appropriately use terminology associated with plant anatomy, physiology and development to communicate with horticulture workers;
2	identify the major organs of a plant and understand their functions;
3	describe the influence of plant hormones on plant growth and development;
4	apply knowledge of how environmental factors influence plant growth and development in a greenhouse, nursery, landscape or farm setting.

## AAOT/ASOT General Education Outcomes Course Outline Mapping Chart

---

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

---

#### **WR: Writing Outcomes**

---

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

S

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

S

Demonstrate appropriate reasoning in response to complex issues.

---

#### **SP: Speech/Oral Communication Outcomes**

---

Engage in ethical communication processes that accomplish goals.

S

Respond to the needs of diverse audiences and contexts.

P

Build and manage relationships.

---

#### **MA: Mathematics Outcomes**

---

Use appropriate mathematics to solve problems.

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

---

#### **AL: Arts and Letters Outcomes**

---

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

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

---

#### **SC: Science or Computer Science Outcomes**

---

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

S

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

S

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

S

## **Outcome Assessment Strategies**

---

Outcomes Assessment Strategies

General Examination

Projects

Writing Assignments

Major Topic Outline

1. Plant anatomy. 2. Plant classification systems. b. Life Cycle (annual, biennial, perennial). 3. Plant growth and development. a. Phases of development (seed, juvenile, reproductive, senescence). b. Plant hormones and growth regulators. c. Photosynthesis, respiration, transpiration. d. Photoperiod, dormancy, vernalization, tropisms. 4. Environmental factors. a. Light. b. Temperature. c. Atmospheric Gases. d. Water. e. Nutrients. f. Soil. 5. Pollination and genetics. a. Hybrids. b. Genetically modified organisms. c. pollination and fertilization

## **Green Course Management**

---

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

Yes

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 10

Reviewer Comments

Key: 955

[Preview Bridge](#)

# Course Change Request

Date Submitted: 12/19/25 3:40 pm

## Viewing: **HOR-240 : Irrigation Practices**

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

Last edit: 12/21/25 11:20 am

Changes proposed by: April Chastain (april.chastain)

Catalog Pages

referencing this  
course

[Horticulture Emphasis, AS - with Oregon State University](#)

[Horticulture, AAS](#)

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

[Irrigation Technician, Career Pathway Certificate](#)

[Landscape Management, AAS](#)

[Landscape Management, Arboriculture Option, AAS](#)

[Landscape Practices, Certificate](#)

[Organic Farming, Certificate](#)

Programs

referencing this  
course

[CC.IRRTECHNICIAN: Irrigation Technician](#)

[AAS.LANDSCAPEMGMT: Landscape Management](#)

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

[Option](#)

[CC.LANDSCAPEPRAC: Landscape Practices](#)

[CC.ORGANICFARM: Organic Farming](#)

[AS.OSUGENHORT: AS, Horticulture, OSU](#)

[AAS.HORT1: Horticulture](#)

### In Workflow

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

### Approval Path

1. 12/22/25 5:24 am  
Megan Feagles  
(megan.feagles):  
Approved for  
Curriculum Office
2. 01/07/26 12:56 pm  
Nora Brodnicki  
(norab): Approved  
for DASC Curriculum  
Committee Outline  
Review Team

### History

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

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

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

Course Number 240

Department Horticulture

Division Arts and Sciences

Course Title Irrigation Practices

### **Grading**

---

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit Yes

Min Credit 3.00

Variable Credit No

### **Contact hours**

---

Lecture 22.00

Lec/Lab 22.00

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community  
Education/Drivers

Ed

Community  
Education/Adult

Total 44

Proposed Effective Spring 2026  
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

Materials, equipment, and methods used to install and repair irrigation systems in landscape areas.

#### Type of Course (ACTI Code)

210 - Career Technical Preparatory (MUST BE  
IN A PROGRAM)

#### 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

**HOR-231**

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

<b>Upon successful completion of this course, students should be able to:</b>	
1	install residential and small commercial irrigation systems;
2	develop a basic irrigation scheduling program given plant and soil characteristics;
3	evaluate and repair irrigation systems.

Major Topic Outline

1. Irrigation installation
  - a. Reading irrigation design plans
  - b. Backflow device and point of connection
  - c. Main line and lateral lines
  - d. Lateral lines
  - e. Sprinkler heads
  - f. Valves
  - g. Controllers and wiring
  - h. Develop as-built drawing
2. Programming controllers
  - a. Soil types
  - b. Climate and precipitation
  - c. Plant material
  - d. Slopes
3. Irrigation troubleshooting
  - a. Troubleshooting process
  - b. Sprinklers
  - c. Valves
  - d. Controllers
  - e. Drip systems
  - f. Wiring

## Green Course Management

---

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

Increased Energy Efficiency

Yes

Produce Renewable Energy

No

Prevent Environmental Degradation

Yes

Clean up Natural Environment

No

Supports Green Services

Yes

Percent of Course 50

Reviewer Comments

Key: 971

[Preview Bridge](#)

# Course Change Request

Date Submitted: 11/19/25 1:50 pm

## Viewing: HS-170 : Preparation for Field Experience in Human Services

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

Last edit: 12/08/25 11:57 am

Changes proposed by: Laurette Scott (laurette)

Catalog Pages

referencing this

course

[Gerontology \(GRN\)](#)

[Gerontology, Certificate](#)

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

[Human Services Generalist, AAS](#)

[Human Services Generalist, Certificate](#)

Programs

referencing this

course

[CC.GERONTOLOGY: Gerontology](#)

[AAS.HUMANSERVGEN: Human Services Generalist](#)

[CC.HUMANSERVGEN: Human Services Generalist](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

### In Workflow

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

### Approval Path

1. 11/21/25 10:45 am  
Megan Feagles  
(megan.feagles):  
Approved for  
Curriculum Office
2. 12/10/25 11:07 am  
Erin Gravelle  
(erin.gravelle):  
Approved for DTPS  
Curriculum  
Committee Outline  
Review Team

### History

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

Are you the Faculty Contact Person?

No

Faculty Contact

Email

@clackamas.edu

Course Prefix HS - Human Services

Course Number 170

Department Education, Human Services and Criminal  
Justice

Division Technology, Applied Science and Public  
Services (TAPS)

Course Title Preparation for Field Experience in Human Services

### **Grading**

---

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit Yes

Min Credit 1.00

Variable Credit No

### **Contact hours**

---

Lecture 11.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 11

Proposed Effective Spring 2026

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 prepares students to complete fieldwork in Human Services. Covers developing learning objectives and creating successful field placements as well as the specific steps required to complete a Cooperative Work Experience at Clackamas Community College.  
Required: Student Petition.

#### Type of Course (ACTI Code)

210 - Career Technical Preparatory (MUST BE  
IN A PROGRAM)

#### Is this class challengeable?

Yes

#### Can this course be repeated for credit in a degree?

No

## Course Requisites

### Required

Prerequisites

HS-100 and **or** HS-154

Corequisites

Prerequisites or Corequisites

[HS-156](#)

**Recommended**

---

Prerequisites

[HS-103 and HS-206](#) ~~At least 30 credits of the Human Services program, including 6 credits from HS-100, HS-103, HS-154, HS-156, and HS-206~~

Corequisites

Prerequisites or Corequisites

## **Non-Course Requisites**

---

Required

Recommended

Is Student Petition required?

Yes

Show course in Schedule      [Print in Schedule](#)

[Hide course in catalog](#)

No

When do you plan to offer this course?

Fall/Spring

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

Yes

## Course Certifications

---

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

---

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

---

Student Learning Outcomes

<b>Upon successful completion of this course, students should be able to:</b>	
1	list 2-4 appropriate placement sites for a human services practicum;
2	compare and contrast the typical stages of an internship experience;
3	create sample learning objectives for a Cooperative Work Experience learning agreement;
4	develop a learning plan to complete a human services work experience.

Major Topic Outline

1. Evaluating Possible Placement Sites.
2. Creating Learning Objectives.
3. Navigating the Placement Process
4. Developing a Plan for Success.

## 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

Reviewer Comments

Key: 1000

[Preview Bridge](#)

# Course Change Request

Date Submitted: 12/09/25 1:26 pm

## Viewing: MA-100 : Introduction to Medical Assisting

Last approved: 03/29/24 3:35 am

Last edit: 12/09/25 1:26 pm

Changes proposed by: Virginia Chambers (virginia.chambers)

Catalog Pages  
referencing this  
course

[Medical Assistant \(MA\)](#)

Credits/Hours/Instructional Method Change

### In Workflow

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

### Approval Path

1. 12/09/25 1:32 pm  
Megan Feagles  
(megan.feagles):  
Approved for  
Curriculum Office
2. 12/10/25 11:06 am  
Erin Gravelle  
(erin.gravelle):  
Approved for DTPS  
Curriculum  
Committee Outline  
Review Team

### History

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

## Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix MA - Medical Assistant

Course Number 100

Department Health Sciences

Division Technology, Applied Science and Public Services (TAPS)

Course Title Introduction to Medical Assisting

## Grading

---

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit No

Min Credit 2.00

Variable Credit No

## Contact hours

---

Lecture 22.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 22

Proposed Effective Spring 2026

Term

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

Yes

#### Course Description

Introduces the knowledge, skills, and attributes of a successful Medical Assistant while exploring the connection between patient experience and patient outcomes. Summarizes the clinical and employability skills required for providing clinical care while introducing content for career exploration.

#### Type of Course (ACTI Code)

220 - Career Technical Supplemental

CIP Code 51.0801 - Medical/Clinical Assistant.

Select one of the following career areas:

Health Services

Target Population:

Students interested in healthcare

Can this course be repeated for credit in a degree?

No

## Course Requisites

### Required

Prerequisites

Corequisites

Prerequisites or Corequisites

### **Recommended**

---

Prerequisites

Corequisites

Prerequisites or Corequisites

## **Non-Course Requisites**

---

Required

Recommended

Is Student Petition required?

No

Show course in [Schedule](#) Print in Schedule

[Hide course in catalog](#)

No

When do you plan to offer this course?

[Spring/Summer](#) [Summer](#)

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

<b>Upon successful completion of this course, students should be able to:</b>	
1	define scope of practice for medical assistants;
2	discuss the knowledge, skills, and attributes of a successful medical assistant;
3	summarize the role of a medical assistant within the healthcare team;
4	summarize best practices for performing basic clinical procedures during patient intake;
5	discuss strategies for preventing bloodborne pathogens and summarize the top vaccine-preventable diseases;

	<b>Upon successful completion of this course, students should be able to:</b>
6	reflect on the role of the medical assistant and discuss future career planning.

#### Major Topic Outline

1. Medical assistant roles and skills.
2. Patient population and healthcare delivery.
3. Effective communication in team-based care.
4. Patient experience and the role of the medical assistant.
5. Introduction to vital signs and patient intake.
6. Introduction to bloodborne pathogens and patient safety.
7. Introduction to vaccines for healthcare professionals.
8. Reflect on the role of the medical assistant and discuss future career planning.

## 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

Reviewer Comments

Key: 1061

[Preview Bridge](#)

# Course Change Request

Date Submitted: 11/21/25 8:46 am

## Viewing: **NRS-231 : Clinical Pharmacology II**

Last approved: 03/02/24 3:50 am

Last edit: 12/08/25 11:57 am

Changes proposed by: Virginia Chambers (virginia.chambers)

Catalog Pages  
referencing this  
course

[Nursing\\_\(NRS\)](#)  
[Nursing\\_\(RN\), AAS](#)

Programs  
referencing this  
course

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

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

### In Workflow

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

### Approval Path

1. 11/21/25 9:31 am  
Megan Feagles  
(megan.feagles):  
Approved for  
Curriculum Office
2. 12/10/25 11:05 am  
Erin Gravelle  
(erin.gravelle):  
Approved for DTPS  
Curriculum  
Committee Outline  
Review Team

### History

1. Mar 2, 2024 by  
Virginia Chambers  
(virginia.chambers)

Are you the Faculty Contact Person?

Yes

Course Prefix      NRS - Nursing

Course Number      231

Department      Health Sciences

Division      Technology, Applied Science and Public Services (TAPS)

Course Title      Clinical Pharmacology II

### **Grading**

---

Grade Scheme      Standard (STND)

Credit Type      Credit Course

Allow Pass/No Pass      No

Audit      No

Min Credit      3.00

Variable Credit      No

### **Contact hours**

---

Lecture      33.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community  
Education/Adult

Total 33

Proposed Effective Spring 2026  
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 sequel to NRS-230 continues to provide the theoretical background that enables students to provide safe and effective nursing care related to drugs and natural products to persons throughout the lifespan. Students will learn to make selected clinical decisions in the context of nursing regarding using current, reliable sources of information, monitoring and evaluating the effectiveness of drug therapy, teaching persons from diverse populations regarding safe and effective use of drugs and natural products, intervening to increase therapeutic benefits and reduce potential negative effects, and communicating appropriately with other health professionals regarding drug therapy. The course addresses additional classes of drugs and related natural products not contained in NRS-230.

#### Type of Course (ACTI Code)

210 - Career Technical Preparatory (MUST BE  
IN A PROGRAM)

Can this course be repeated for credit in a degree?

No

## Course Requisites

### Required

#### Prerequisites

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

#### Corequisites

[NRS-112](#), [NRS-112C](#), ~~[NRS-111](#)~~, ~~[NRS-111C](#)~~, and NRS-232

## Prerequisites or Corequisites

### **Recommended**

---

Prerequisites

Corequisites

Prerequisites or Corequisites

## **Non-Course Requisites**

---

### Required

Acceptance into the CCC nursing program

### Recommended

Is Student Petition required?

No

Show course in [Print in Schedule](#)

Schedule

Hide course in catalog

No

When do you plan to offer this course?

Winter

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

Yes

## Course Certifications

---

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

---

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

---

Student Learning Outcomes

<b>Upon successful completion of this course, students should be able to:</b>	
1	select pertinent information about drugs and natural products from current, reliable sources of information; a. identification of appropriate reliable sources of information in specific nursing situations; b. rapid and accurate retrieval of pertinent information from a current drug guide; c. accurate retrieval of information from a comprehensive drug information source;
2	evaluate the effectiveness of drug therapy; a. selection and interpretation of basic focused nursing assessments to detect therapeutic effects; b. adverse effects related to drug-drug, drug-food, and drug-natural product interactions for specific classes of drugs; c. surveillance for vulnerability to negative effects of specific classes of drugs based on age, developmental physiology, genetic polymorphisms, and concurrent pathophysiology, psychopathology, or other factors;
3	teach patients, family members, and others from diverse populations across the lifespan regarding safe and effective use of drugs and natural products; a. self-management of specific classes of over-the-counter and prescription drugs that are

<b>Upon successful completion of this course, students should be able to:</b>	
	used episodically; b. self-management of specific classes of drugs that are taken for chronic conditions; c. how the action of specific classes of drugs relates to developmental, maturational, aging, neurochemical, and pathophysiological processes, or normal physiology; d. which adverse effects of specific classes of drugs and natural products to self-manage and which ones to report to health professionals; e. how to avoid or recognize drug-drug, drug-food, and drug-natural product interactions with specific classes of drugs;
4	identify appropriate nursing interventions to increase therapeutic benefits and reduce potential negative effects of drug therapy; a. identification of basic nonpharmacological nursing interventions that potentially enhance the effectiveness of specific classes of drugs; b. assessment of barriers to adherence to drug therapy, including social determinants of health, with specific classes of drugs;
5	communicate appropriately with other health professionals regarding drug therapy; a. using appropriate technical language related to pharmacology; b. explain drug mechanisms of action and their relationship to normal physiology; c. report pertinent information about an individual's response to specific classes of drugs or natural products.

#### Major Topic Outline

Safe, effective care related to drugs and natural products

Reliable resources for information regarding medication administration

Pharmacokinetics and pharmacodynamics

Physiological considerations of medication administration

Pharmacological classifications of medications.

## 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

Reviewer Comments

Key: 1309

[Preview Bridge](#)

# Course Change Request

Date Submitted: 11/21/25 8:46 am

## Viewing: **NRS-232 : Pathophysiological Processes I**

Last approved: 03/03/24 3:36 am

Last edit: 12/08/25 11:57 am

Changes proposed by: Virginia Chambers (virginia.chambers)

Catalog Pages  
referencing this  
course

[Nursing\\_\(NRS\)](#)  
[Nursing\\_\(RN\), AAS](#)

Programs  
referencing this  
course

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

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

### In Workflow

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

### Approval Path

1. 11/21/25 9:31 am  
Megan Feagles  
(megan.feagles):  
Approved for  
Curriculum Office
2. 12/10/25 11:04 am  
Erin Gravelle  
(erin.gravelle):  
Approved for DTPS  
Curriculum  
Committee Outline  
Review Team

### History

1. Mar 3, 2024 by  
Virginia Chambers  
(virginia.chambers)

Are you the Faculty Contact Person?

Yes

Course Prefix      NRS - Nursing

Course Number      232

Department      Health Sciences

Division      Technology, Applied Science and Public Services (TAPS)

Course Title      Pathophysiological Processes I

### **Grading**

---

Grade Scheme      Standard (STND)

Credit Type      Credit Course

Allow Pass/No Pass      No

Audit      No

Min Credit      3.00

Variable Credit      No

### **Contact hours**

---

Lecture      33.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community  
Education/Adult

Total 33

Proposed Effective Spring 2026  
Term

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

Yes

#### Course Description

This course introduces pathophysiological processes that contribute to many different disease states across the lifespan and human responses to those processes. It includes the foundational concepts of cellular adaptation, injury, and death; inflammation and tissue healing; fluid and electrolyte imbalances; and physiologic response to stressors, as well as additional pathophysiological processes. Students will learn to make selective clinical decisions in the context of nursing regarding using current, reliable sources of pathophysiology information, selecting and interpreting focused nursing assessments based on knowledge of pathophysiological processes, teaching persons from diverse populations regarding pathophysiological processes, and communicating with other health professionals regarding pathophysiological processes.

#### Type of Course (ACTI Code)

210 - Career Technical Preparatory (MUST BE  
IN A PROGRAM)

Can this course be repeated for credit in a degree?

No

## Course Requisites

### Required

#### Prerequisites

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

#### Corequisites

NRS-112, NRS-112C, NRS-111, NRS-111C, and NRS-231

## Prerequisites or Corequisites

### **Recommended**

---

Prerequisites

Corequisites

Prerequisites or Corequisites

## **Non-Course Requisites**

---

### Required

Acceptance into the CCC nursing program

### Recommended

Is Student Petition required?

No

Show course in [Schedule](#) Print in Schedule

[Hide course in catalog](#)

No

When do you plan to offer this course?

Winter

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

Yes

## Course Certifications

---

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

---

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

---

Student Learning Outcomes

<b>Upon successful completion of this course, students should be able to:</b>	
1	access current, reliable information about selected pathophysiological processes, including cellular adaptation, injury, and death; inflammation and tissue healing; fluid and electrolyte imbalances; and physiologic response to stressors;
2	select and interpret basic focused nursing assessments based on knowledge of clinical manifestations, developmental considerations, and pertinent social determinants of health of selected pathophysiological processes in patients across the life span;

<b>Upon successful completion of this course, students should be able to:</b>	
3	teach persons from diverse populations across the lifespan regarding selected pathophysiological processes; a. explain how the risk factors relate to specific pathophysiological processes; b. describe selected pathophysiological processes in appropriate terms; c. explain how the signs and symptoms relate to specific pathophysiological processes; d. explain which signs and symptoms to report to a health professional; e. explain how developmental factors relate to pathophysiology;
4	communicate effectively with other health professionals regarding selected pathophysiological processes; a. use appropriate technical language; b. clarify technical details of pathophysiological processes; c. report pertinent information about a patient's status.

#### Major Topic Outline

Pathophysiological processes that contribute to many different disease states across the lifespan and human responses to those processes

Reliable sources of pathophysiology information

Focused assessments

Teaching plans for diverse populations

Communication with other health care professionals regarding pathophysiological processes

## 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

## Reviewer Comments

Key: 1310

[Preview Bridge](#)

# Course Change Request

Date Submitted: 11/21/25 1:03 pm

## Viewing: STAT-243Z : Elementary Statistics I

Last approved: 11/04/23 4:54 am

Last edit: 12/08/25 11:58 am

Changes proposed by: Kelly Mercer (kelly.mercer)

Catalog Pages

referencing this  
course

[Accounting, AAS](#)

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

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

[Biology \(AST\)](#)

[Biology Emphasis, AS - with Portland State University](#)

[Biology Emphasis, AS - with University of Oregon](#)

[Business \(AST\)](#)

[Core Transfer Map \(CTM\)](#)

[Geology Emphasis, AS - with Portland State University](#)

[Math Course Pathways and Prerequisites](#)

[Mathematics \(MTH\)](#)

[Music Emphasis, AS - with Portland State University](#)

[Nursing \(RN\), AAS](#)

[Oregon Transfer Module \(OTM\)](#)

[Statistics \(STAT\)](#)

Programs

referencing this  
course

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

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

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

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

[AS.PSUBIOLOGY: AS, Biology, PSU](#)

[AS.UOBIOLOGY: AS, Biology, UofO](#)

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

[NA.CTM: Core Transfer Map](#)

[AAS.ACCNTG: Accounting](#)

## In Workflow

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

## Approval Path

1. 11/17/25 9:37 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 11/21/25 9:37 am Juan Cortes (juan.cortes): Rollback to Initiator
3. 11/21/25 1:06 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
4. 12/02/25 10:57 am Juan Cortes (juan.cortes): Approved for DAFC Curriculum Committee Outline Review Team

## History

## Credits/Hours/Instructional Method Change

## Is Topic Shell Course?

## Are you the Faculty Contact Person?

Yes

Course Prefix STAT - Statistics

Course Number 243Z

Department Mathematics

Division Academic Foundations and Connections  
(AFAC)

Course Title Elementary Statistics I

**Grading**

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit Yes

Min Credit 4.00

Variable Credit No

**Contact hours**

Lecture 44.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 44

Proposed Effective Spring 2026

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

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

#### Type of Course (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

MTH-105Z or higher ~~MTH-111Z~~ with a C or better, or placement in STAT-243Z

Corequisites

Prerequisites or Corequisites

### Recommended

---

Prerequisites

WRD-098 or placement in WR-121Z

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

---

Required

Recommended

Is Student Petition required?

No

Show course in  
Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Summer/Fall/Winter/Spring

Will this class use library resources?

No

## Course Certifications

---

Is this a Related Instruction course?

Yes

Related Instruction      Computation  
Area

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

Yes

General Education Outcome(s)  
Mathematics

## Equivalent Courses

---

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

---

Student Learning Outcomes

<b>Upon successful completion of this course, students should be able to:</b>	
1	critically read, interpret, report, and communicate the results of a statistical study along with evaluating assumptions, potential for bias, scope, and limitations of statistical inference; a. classify study designs and variable types and identify methods of summary and analysis;(CCN)

<b>Upon successful completion of this course, students should be able to:</b>	
2	produce and interpret summaries of numerical and categorical data as well as appropriate graphical and/or tabular representations; a. identify patterns and striking deviations from patterns in data; b. identify associations between variables for bivariate data; c. apply technology to calculate statistical summaries and produce graphical representations;(CCN)
3	use the distribution of sample statistics to quantify uncertainty and apply the basic concepts of probability into statistical arguments; a. interpret point and interval estimates;(CCN)
4	identify, conduct, and interpret appropriate parametric hypothesis tests; a. identify the appropriate test based on variable type; b. identify situations where a one or two tailed test would be appropriate; c. conduct tests of one mean; d. conduct tests of one proportion; e. explain the distinction between statistical and practical significance and the potential for error in hypothesis test conclusions; f. apply technology to perform hypothesis tests calculations;(CCN)
5	assess relationships in quantitative bivariate data; a. address questions relating correlation as a linear association between variables; b. distinguish between correlation and causation within data; c. apply technology to explore bivariate data.(CCN)

## **AAOT/ASOT General Education Outcomes Course Outline Mapping Chart**

---

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.

## **Outcome Assessment Strategies**

---

Outcomes Assessment Strategies

General Examination

Portfolios

Pre-Post Assessment

Projects

Writing Assignments

Major Topic Outline

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

## **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)

STAT-243Z has a common course number across the state of Oregon. All colleges and universities offering this course will transfer STAT-243Z into its equivalent course (STAT-243Z or ST-243Z) as directed by Senate Bill (SB) 233 (2021) ~~All OUS will take Math 243, some require 244 for equivalency~~

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Common Course Numbering information page:

<https://www.oregon.gov/highered/about/transfer/Pages/common-course-numbering.aspx>

~~Equivalency guides on OUS institutions' websites~~

---

OUS school to which the course will transfer

OIT - Oregon Institute of Technology

Comparable  
course(s)

STAT-243Z has a common course number across the state of Oregon. All colleges and universities offering this course will transfer STAT-243Z into its equivalent course (STAT-243Z or ST-243Z) as directed by Senate Bill (SB) 233 (2021) ~~All OUS will take Math 243, some require 244 for equivalency~~

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Common Course Numbering information page:

<https://www.oregon.gov/highered/about/transfer/Pages/common-course-numbering.aspx>

~~Equivalency guides on OUS institutions' websites~~

---

OUS school to which the course will transfer

OSU - Oregon State University

Comparable  
course(s)

STAT-243Z has a common course number across the state of Oregon. All colleges and universities offering this course will transfer STAT-243Z into its equivalent course (STAT-243Z or ST-243Z) as directed by Senate Bill (SB) 233 (2021) ~~All OUS will take Math 243, some require 244 for equivalency~~

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Common Course Numbering information page:

<https://www.oregon.gov/highered/about/transfer/Pages/common-course-numbering.aspx>

~~Equivalency guides on OUS institutions' websites~~

---

OUS school to which the course will transfer

OSU-C - OSU-Cascade

Comparable  
course(s)

STAT-243Z has a common course number across the state of Oregon. All colleges and universities offering this course will transfer STAT-243Z into its equivalent course (STAT-243Z or ST-243Z) as directed by Senate Bill (SB) 233 (2021) ~~All OUS will take Math-243, some require 244 for equivalency~~

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Common Course Numbering information page:

<https://www.oregon.gov/highered/about/transfer/Pages/common-course-numbering.aspx>

~~Equivalency guides on OUS institutions' websites~~

---

OUS school to which the course will transfer

PSU - Portland State University

Comparable  
course(s)

STAT-243Z has a common course number across the state of Oregon. All colleges and universities offering this course will transfer STAT-243Z into its equivalent course (STAT-243Z or

ST-243Z) as directed by Senate Bill (SB) 233 (2021) All OUS will take Math 243, some require 244 for equivalency

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Common Course Numbering information page:

<https://www.oregon.gov/highered/about/transfer/Pages/common-course-numbering.aspx>

~~Equivalency guides on OUS institutions' websites~~

---

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable

course(s)

STAT-243Z has a common course number across the state of Oregon. All colleges and universities offering this course will transfer STAT-243Z into its equivalent course (STAT-243Z or ST-243Z) as directed by Senate Bill (SB) 233 (2021) All OUS will take Math 243, some require 244 for equivalency

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Common Course Numbering information page:

<https://www.oregon.gov/highered/about/transfer/Pages/common-course-numbering.aspx>

~~Equivalency guides on OUS institutions' websites~~

---

OUS school to which the course will transfer

UO - University of Oregon

Comparable

course(s)

STAT-243Z has a common course number across the state of Oregon. All colleges and universities offering this course will transfer STAT-243Z into its equivalent course (STAT-243Z or STAT-243Z) as directed by Senate Bill (SB) 233 (2021) ~~All OUS will take Math 243, some require 244 for equivalency~~

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Common Course Numbering information page:

<https://www.oregon.gov/highered/about/transfer/Pages/common-course-numbering.aspx>

~~Equivalency guides on OUS institutions' websites~~

---

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable

course(s)

STAT-243Z has a common course number across the state of Oregon. All colleges and universities offering this course will transfer STAT-243Z into its equivalent course (STAT-243Z or

ST-243Z) as directed by Senate Bill (SB) 233 (2021) ~~All OUS will take Math 243, some require 244 for equivalency~~

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Common Course Numbering information page:

<https://www.oregon.gov/highered/about/transfer/Pages/common-course-numbering.aspx>

~~Equivalency guides on OUS institutions' websites~~

---

Please attach documentation

Reviewer Comments

**Juan Cortes (juan.cortes) (11/21/25 9:37 am):** Rollback: Maybe instead of STAT-243Z; we spell out statistics like we did math on the outline; even though STAT-243Z is a common course number. The reference to 244 is also incorrect. STAT-243Z or ST-243Z will transfer to all institutions without additional credits being required for equivalency.

Key: 4276

[Preview Bridge](#)

# Course Change Request

Date Submitted: 11/24/25 1:13 pm

## Viewing: TA-141 : Acting I

Last approved: 03/29/24 3:36 am

Last edit: 12/08/25 11:58 am

Changes proposed by: Allison Moon (allison.moon)

Catalog Pages

referencing this  
course

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

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

[Biology \(AST\)](#)

[Business \(AST\)](#)

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

[Core Transfer Map \(CTM\)](#)

[Elementary Education \(AAOT\)](#)

[Music Emphasis, AS - with Portland State University](#)

[Oregon Transfer Module \(OTM\)](#)

[Theatre Arts \(TA\)](#)

Programs

referencing this  
course

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

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

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

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

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

[NA.CTM: Core Transfer Map](#)

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

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

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

## In Workflow

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

## Approval Path

1. 11/13/25 1:13 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 11/21/25 5:58 pm Nora Brodnicki (norab): Rollback to Initiator
3. 11/24/25 1:22 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
4. 12/01/25 1:19 pm Nora Brodnicki (norab): Approved for DASC Curriculum Committee Outline Review Team

Credits/Hours/Instructional Method Change

## History

1. Nov 7, 2023 by  
Megan Feagles  
(megan.feagles)
2. Mar 29, 2024 by  
Megan Feagles  
(megan.feagles)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix TA - Theatre Arts

Course Number 141

Department Communications and Theatre Arts

Division Arts and Sciences

Course Title Acting I

### Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit Yes

Min Credit 4.00

Variable Credit No

### Contact hours

Lecture 44.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 44

Proposed Effective Spring 2026

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

Studies the methods, techniques, and theories of acting as an art form. Students perform acting exercises and monologues/scenes from dramatic literature, attend lectures, and participate in work-shopping and discussion. Written work is assigned that includes response and analysis papers. Introduces vocal, physical, and script analysis skills. First in a series.

#### Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Discipline Studies

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

WRD-098 or placement in WR-121Z

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

---

Required

Recommended

Is Student Petition required?

No

Show course in  
Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall

Will this class use library resources?

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

<b>Upon successful completion of this course, students should be able to:</b>	
1	develop a character for performance through script analysis and practice of line actions, theatrical beats, and physical and vocal acting technique; (AL1)(AL2)
2	identify and communicate these principles effectively as they observe and work with other students in the class; (AL1)(AL2)

	<b>Upon successful completion of this course, students should be able to:</b>
3	<u>perform a fully-memorized complete scene or monologue with classmates working as an ensemble; (AL1)</u> <del>write a response paper about selected coursework which demonstrates critical thinking through analysis of dramatic conflict and resolution, given circumstances, historical and/or cultural context, thematic content, and genre or style; (AL1)(AL2)</del>
4	<u>read and analyze plays for theme, story, structure, tone, historical context, and character, and discuss and defend such analysis in group conversation; (AL1)</u> <del>utilize technology in research and/or performance of selected projects. (AL2)</del>
<u>5</u>	<u>write a response paper about selected coursework which demonstrates critical thinking through analysis of dramatic conflict and resolution, given circumstances, historical and/or cultural context, thematic content, and genre or style; (AL1)(AL2)</u>
<u>6</u>	<u>utilize technology in research and/or performance of selected projects. (AL1)</u>

## 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.

P

Respond to the needs of diverse audiences and contexts.

P

Build and manage relationships.

P

### **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

Industry Standards

Performances/Simulation

Rubrics

Writing Assignments

Major Topic Outline

1. Complete memorization of monologue and two scenes
2. Performance of monologues and scenes in class
3. ~~Memorization of two monologues and/or entire scene~~
2. ~~Performance of monologues and/or scenes in class and/or on self-tapes (self-tapes are industry standard for submitting auditions for theater, film, and audio production)~~
3. Character development and exploration to include the articulation and use of line actions and actor beats (line actions and actor beats identify the actor's motivation, objective, and intention in performance)
4. Techniques ~~Improvisation techniques~~ and exercises to develop physical and vocal awareness and collaborative acting skills
5. Play reading techniques: given circumstances, dialogue, dramatic action, character, themes, tone, and genre
6. Writing topics: line actions, actor beats, response papers on the study plays

## **Green Course Management**

---

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

## Course Transferability

---

OUS school to which the course will transfer

~~EOU - Eastern Oregon University~~

Comparable  
course(s)

How does it transfer?

~~general education or distribution requirement~~

~~general elective~~

Evidence of transferability

OUS school to which the course will transfer

OSU - Oregon State University

Comparable  
course(s)

TA141

How does it transfer?

~~general education or distribution requirement~~

~~general elective~~

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Transferology

---

OUS school to which the course will transfer

PSU - Portland State University

Comparable

course(s)

TA141

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Transferology

---

OUS school to which the course will transfer

~~SOU - Southern Oregon University~~

Comparable

course(s)

How does it transfer?

~~general education or distribution requirement~~

~~general elective~~

## Evidence of transferability

---

OUS school to which the course will transfer

~~UO - University of Oregon~~

Comparable  
course(s)

How does it transfer?

~~general education or distribution requirement~~

~~general elective~~

Evidence of transferability

---

OUS school to which the course will transfer

~~WOU - Western Oregon University~~

Comparable  
course(s)

How does it transfer?

~~general education or distribution requirement~~

~~general elective~~

Evidence of transferability

---

Please attach documentation

Reviewer Comments

**Nora Brodnicki (norab) (11/21/25 5:58 pm):** Rollback: Hi Allison. I am rolling this back to you so you can make the updates I sent you. We can talk about this more when we meet. Nora

Key: 1493

[Preview Bridge](#)

# Course Change Request

Date Submitted: 01/06/26 9:39 am

## Viewing: TA-153 : Theatre Rehearsal & Performance

Last approved: 03/22/24 3:51 am

Last edit: 01/06/26 9:39 am

Changes proposed by: Melissa Jones (melissaj)

Catalog Pages

referencing this  
course

[Architectural Engineering Emphasis, AS - with Oregon State University](#)

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

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

[Biological Engineering Emphasis, AS - with Oregon State University](#)

[Biology \(AST\)](#)

[Business \(AST\)](#)

[Chemical Engineering Emphasis, AS - with Oregon State University](#)

[Civil Engineering Emphasis, AS - with Oregon State University](#)

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

[Construction Engineering Management Emphasis, AS - with Oregon  
State University](#)

[Core Transfer Map \(CTM\)](#)

[Ecological Engineering Emphasis, AS - with Oregon State University](#)

[Electrical Engineering Emphasis, AS - with Oregon State University](#)

[Elementary Education \(AAOT\)](#)

[Environmental Engineering Emphasis, AS - with Oregon State  
University](#)

[Industrial Engineering Emphasis, AS - with Oregon State University](#)

[Mechanical Engineering Emphasis, AS - with Oregon State University](#)

[Oregon Transfer Module \(OTM\)](#)

[Theatre Arts \(TA\)](#)

Programs

referencing this  
course

### In Workflow

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

### Approval Path

1. 11/14/25 11:41 am  
Megan Feagles  
(megan.feagles):  
Approved for  
Curriculum Office
2. 12/04/25 12:23 pm  
Deanna Myers  
(deanna.myers):  
Rollback to Initiator
3. 01/06/26 9:40 am  
Megan Feagles  
(megan.feagles):  
Approved for  
Curriculum Office
4. 01/06/26 3:39 pm  
Deanna Myers  
(deanna.myers):  
Approved for DASC  
Curriculum  
Committee Outline  
Review Team

### History

[AS.OSUINDENG: AS, Industrial Engineering, OSU](#)  
[AS.OSUBIOLENGR: AS, Biological Engineering, OSU](#)  
[AS.OSUSMECHENGR: AS, Mechanical Engineering, OSU](#)  
[AS.TBIOLOGY: Biology \(AST\)](#)  
[NA.OTM: Oregon Transfer Module](#)  
[AS.OSUARCHENGR: AS, Architectural Engineering, OSU](#)  
[AS.TCOMPSCIESWO, AS.TCOMPSCIOSPSUO: Computer Science \(AST\)](#)  
[AS.TBUSINESS: Business \(AST\)](#)  
[NA.CTM: Core Transfer Map](#)  
[CC.TECHTHEATRE: Technical Theatre](#)  
[AS.OSUCHEMENGR: AS, Chemical Engineering, OSU](#)  
[AS.OSUCIVILENGR: AS, Civil Engineering, OSU](#)  
[AS.OSUCONENRMGMT: AS, Construction Engineering Management, OSU](#)  
[AS.OSUECOLENGR: AS, Ecological Engineering, OSU](#)  
[AS.OSUELCOMPENGR: AS, Electrical Engineering, OSU](#)  
[AA.OREGONTRANSFER: Associate of Arts Oregon Transfer \(AAOT\)](#)  
[AA.OTELEMED: Elementary Education \(AAOT\)](#)  
[AGS.GENERAL: Associate of General Studies](#)  
[AS.OSUENVIRENGR: AS, Environmental Engineering, OSU](#)

1. Feb 15, 2024 by Megan Feagles (megan.feagles)
2. Mar 16, 2024 by Megan Feagles (megan.feagles)
3. Mar 22, 2024 by Megan Feagles (megan.feagles)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix TA - Theatre Arts  
Course Number 153  
Department Communications and Theatre Arts  
Division Arts and Sciences  
Course Title Theatre Rehearsal & Performance

**Grading**

Grade Scheme	Standard (STND)
Credit Type	Credit Course
Allow Pass/No Pass	Yes
Only Pass/No Pass	No
Audit	Yes
Min Credit	1.00
Variable Credit	Yes
Max Credit	3.00
Variable Credit	1
Increment	

### **Contact hours**

---

Lecture	
Lec/Lab	
Lab	99.00
Activity	
Clinical	
Field	
CWE Seminar	
CPR	
Seminar	
Community	
Education/Drivers	
Ed	
Community	
Education/Adult	
Total	99
Proposed Effective Term	Spring 2026

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

Training in theatre production through intensive study and rehearsal of scenes and plays for public performance. May be repeated for up to 9 6 credits. Required: Student Petition.

## Type of Course (ACTI Code)

100 - Lower Division Collegiate

## Select at least one of the following:

- Discipline Studies
- Elective Only
- Foundational Requirement

## Is this class challengeable?

No

## Can this course be repeated for credit in a degree?

Yes

Up to how many credits can this course be 9 6 repeated to satisfy a degree requirement?

## Course Requisites

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### Required

---

Prerequisites

Corequisites

Prerequisites or Corequisites

### Recommended

---

Prerequisites

~~TA-141 and TA-142, or TA-143, or TA-111 and TA-112, or TA-113~~

## Corequisites

### Prerequisites or Corequisites

[TA-141 and TA-142, or TA-143; or TA-111 and TA-112, or TA-113](#)

## Non-Course Requisites

---

### Required

Successful audition/interview

### Recommended

### Is Student Petition required?

Yes

Show course in [Schedule](#) Print in Schedule

[Hide course in catalog](#)

No

When do you plan to offer this course?

[Fall/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

## Equivalent Courses

---

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

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Student Learning Outcomes

<b>Upon successful completion of this course, students should be able to:</b>	
1	demonstrate the ability to perform a role in the cast or crew to produce the quarterly CCC mainstage theatre production;
2	demonstrate teamwork, group problem solving, and the ability to take direction, to listen and to observe;
3	demonstrate proficiency in assigned technical roles to include lighting and sound engineering, stage management, or running crew;
4	interpret and convey the playwright's ideas and meanings through the live presentation of dramatic literature in performance and technical duties.

## AAOT/ASOT General Education Outcomes Course Outline Mapping Chart

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

### WR: Writing Outcomes

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

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

Demonstrate appropriate reasoning in response to complex issues.

### **SP: Speech/Oral Communication Outcomes**

---

Engage in ethical communication processes that accomplish goals.

P

Respond to the needs of diverse audiences and contexts.

P

Build and manage relationships.

P

### **AL: Arts and Letters Outcomes**

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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

Industry Standards

Performances/Simulation

Major Topic Outline

1. Audition/interview process
2. Analysis of scripts
3. Roles and responsibilities of onstage performers
4. Roles and responsibilities of technical theatre positions

## **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

PSU - Portland State University

Comparable

course(s)

~~TA-253 PSU counts as TA-253 WOU counts as TA-253 Production Workshop, also counts as performance credits in their Liberal Arts Core Curriculum~~

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Individual university transfer guides.

---

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable

course(s)

~~PSU counts as TA-253 WOU counts as TA-253~~ Production Workshop, also counts as performance credits in their Liberal Arts Core Curriculum

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Individual university transfer guides.

---

Please attach documentation

[OSU.pdf](#)

Reviewer Comments

**Deanna Myers (deanna.myers) (12/04/25 12:23 pm):** Rollback: Hopefully this lets you edit!

Key: 1496

[Preview Bridge](#)

Program	Implementation
Gerontology CC	2026/SU

# Program Change Request

Date Submitted: 12/04/25 10:59 am

## Viewing: CC.GERONTOLOGY : Gerontology

Last approved: 06/05/24 7:30 am

Last edit: 12/04/25 11:05 am

Changes proposed by: Laurette Scott (laurette)

Catalog Pages Using  
this Program

[Gerontology, Certificate](#)

Change Type

College Council Review

No

## Program Contact Information

Are you the Faculty Contact Person?

Yes

### In Workflow

1. Curriculum Office
2. EHCJ Chair
3. DTPS Dean
4. Curriculum Office
5. Curriculum Committee Approval
6. CCWD Approval
7. NWCCU Approval

### Approval Path

1. 11/21/25 10:45 am  
Megan Feagles  
(megan.feagles):  
Approved for  
Curriculum Office
2. 11/21/25 10:49 am  
Laurette Scott  
(laurette): Approved  
for EHCJ Chair
3. 12/01/25 3:14 pm  
Armetta Burney  
(armetta.burney):  
Approved for DTPS  
Dean
4. 12/03/25 2:56 pm  
Megan Feagles  
(megan.feagles):  
Rollback to Initiator
5. 12/04/25 11:05 am  
Megan Feagles  
(megan.feagles):  
Approved for  
Curriculum Office

6. 12/04/25 11:10 am  
Laurette Scott  
(laurette): Approved  
for EHCJ Chair
7. 12/05/25 8:50 am  
Armetta Burney  
(armetta.burney):  
Approved for DTPS  
Dean

## History

1. Oct 6, 2022 by  
clmig-kxayasene
2. Feb 7, 2023 by  
Megan Feagles  
(megan.feagles)
3. Apr 18, 2023 by  
Megan Feagles  
(megan.feagles)
4. Apr 25, 2023 by  
Megan Feagles  
(megan.feagles)
5. Apr 25, 2023 by  
Megan Feagles  
(megan.feagles)
6. Jun 2, 2023 by  
Megan Feagles  
(megan.feagles)
7. Jun 5, 2023 by  
Megan Feagles  
(megan.feagles)
8. Oct 30, 2023 by  
Megan Feagles  
(megan.feagles)
9. Feb 16, 2024 by  
Elena Zilar  
(elena.zilar)
10. Mar 11, 2024 by  
Megan Feagles  
(megan.feagles)

11. Mar 21, 2024 by  
Megan Feagles  
(megan.feagles)  
12. Jun 5, 2024 by  
Megan Feagles  
(megan.feagles)

## Program Overview

---

Name of Proposed Program

Gerontology

Program Code CC.GERONTOLOGY

Award (CCWD)

Certificate (45-60 credits) (CC1)

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

Educational Focus Social Sciences, Human Services and Criminal  
Area Justice

Effective Catalog 2026-2027  
Edition

Career Area Health Services

Department Education, Human Services and Criminal  
Justice

Division Technology, Applied Science and Public  
Services (TAPS)

Other locations (institutions) this Program will be offered

CIP Code 30.1101 - Gerontology.

## Program Award Information

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### Program Learning Outcomes (PLOs)

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

<b>Outcome(s)</b>	
1	describe the different career options available in the field of gerontology;
2	apply gerontological concepts to practice settings working with older adults;
3	demonstrate an understanding of current community resources available to older adults and how to access them;
4	communicate effectively with co-workers and clients of all ages;
5	differentiate between normal aging and disease processes associated with aging, especially chronic illness and dementia;
6	provide support to older adults grieving a loss (such as loss of spouse, job, or independence) by utilizing knowledge and skills of grief and bereavement.

### Proposed Curriculum

#### Plan of Study Grid

Fall Term	Credits
<u>GRN-181</u> Issues in Aging	3.00
<u>HE-163</u> Body & Drugs I: Introduction to Abuse & Addiction	3.00
<u>HS-100</u> <u>Introduction to Human Services</u>	<u>3.00</u>
<u>WR-101</u> Workplace Writing	4.00
or <u>WR-121Z</u> or Composition I	
<b>Electives</b>	<b>3.00</b>
	Credits
	13
Winter Term	
<u>GRN-182</u> Aging and the Body	3.00
<u>GRN-184</u> Aging & the Individual	3.00
<u>HS-154</u> Community Resources	3.00
Select one of the following:	4.00
<u>MTH-050</u> Technical Mathematics I	
<u>MTH-065</u> Algebra II	
<u>MTH-098</u> College Math Foundations	
	Credits
	13
Spring Term	
<u>GRN-183</u> Death and Dying	3.00
<u>HS-156</u> Conducting Human Service Interviews	3.00
<u>HS-170</u> Preparation for Field Experience in Human Services	1.00
<b>Electives</b>	<b>6.50</b>
	Credits
	13.5
Summer Term	

<u>HS-270</u>	Human Services Practicum Seminar	2.00
<u>GRN-280</u>	Gerontology/CWE	4.00
Credits	6	
Total Credits	45.5	

## Electives

<u>COMM-140</u>	Introduction to Intercultural Communication	4.00
<u>CS-120</u>	Survey of Computing	4.00
<u>ED-258</u>	Culturally Responsive Teaching & Education	3.00
<u>FN-110</u>	Personal Nutrition	3.00
<u>FYE-101</u>	First Year Experience Level I	2.00
<u>GRN-165</u>	Life Enrichment With Older Adults	3.00
<u>GRN-290</u>	Special Topics in Gerontology	3.00
<u>HE-164</u>	Body & Drugs II: Alcohol	3.00
<u>HS-100</u>	Introduction to Human Services	3.00
<u>HS-103</u>	Ethics for Human Service Workers	2.00
<u>HS-211</u>	Infectious Diseases and Harm Reduction	1.00
<u>HS-216</u>	Group Counseling Skills	3.00
<u>HS-232</u>	Case Management	3.00
<u>HS-256</u>	Advanced Interviewing Skills With Theory	3.00
<u>NUR-100</u>	Nursing Assistant I	6.50
<u>NUR-100C</u>	Nursing Assistant I Clinical	0.00
<u>PSY-219</u>	Introduction to Psychological Disorders	4.00

Other electives may be approved by the program advisor

Reviewer

Comments

**Megan Feagles (megan.feagles) (11/21/25 10:43 am):** noting that full-time students need at least 12 credits

**Megan Feagles (megan.feagles) (12/03/25 2:56 pm):** Rollback: rollback to replace elective with HS-100

EFA-101C	Introduction to the Creative Arts Communication and Humanities
EFA-101J	Introduction to the Social Sciences, Human Services and Criminal Justice
EFA-101N	Introduction to Natural Resources
EFA-101S	Introduction to STEM



## ISP 181

# Related Instruction Policy

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### **PURPOSE**

Defines Related Instruction requirements for all 1-year Certificates of Completion and all non-transfer degrees such as the Associate of Applied Science degree.

### **SUMMARY**

All 1-year Certificates of Completion and all Associate of Applied Science (AAS) degrees require at least one course in each of computation, communication, and human relations categories. In addition, all AAS degrees require one course in physical education/health/safety/first aid.

### **STANDARD**

1. The Curriculum Committee will review the new and revised 1-year Certificates of Completion and AAS degrees to ensure that they meet all Related Instruction requirements.
2. The Curriculum Committee will review and approve or deny proposed courses that meet the requirements for computation, communication, human relations, and physical education/health/safety/first aid as necessary to meet program needs identified by departments and advisory committees. The criteria can be found on the [Related Instruction/Gen Ed Form in CourseLeaf](#).
3. The [Related Instruction](#) page of the catalog will list all the courses approved for related instruction certification for each of the four categories described in #2 above.
4. The program pages in the catalog will specifically call out the course(s) that satisfy the Related Instruction requirement for each 1-year Certificate of Completion and AAS degree.

### **REVIEW HISTORY**

<b>Reviewed by:</b>	<b>Status:</b>	<b>Date:</b>
ISP Committee	Adopted	April 25, 2025
ISP Committee	Reviewed	March 8, 2019
College Council	Reviewed	March 1, 2019
ISP Committee	Reviewed	February 8, 2019
ISP Committee	Updated Format	August 3, 2016
College Council	Reviewed	March 7, 2014

College Council	Reviewed	February 15, 2013
College Council	Reviewed	April 7, 2006
Instructional Council	Adopted	May 21, 1991

# General Education Complete

- A lower-division transfer block that fulfills all general education requirements for a bachelor's degree at any OPU. Specifically, the block will be
  - No more than 45 credits
  - Framed around learning outcomes
  - Independent; embedded in transfer degrees
  - Transcribed and articulated as a single block
- We will ask the Transfer Council to lead the development of this block

**Date: 12/18/2025**

## **I. Purpose and Charge**

In accordance with the vision statement adopted by the Commission on December 11, 2025, the HECC will develop a transfer General Education (GE) block that fulfills all general education requirements for a bachelor's degree at any Oregon public university. The Transfer Council is requested to lead in the development of this block that shall:

- Consist of no fewer than 30 and no more than 45 credits;
- Be learning outcomes-based, reflecting NWCCU and national learning standards;
- Be embedded within each Major Transfer Map (MTM) and any associate degree designed for transfer; and
- Be transcribed and articulated as a single block, ensuring clear and consistent recognition across institutions.

By **September 1, 2028**, all Oregon community colleges and public universities shall have implemented processes that:

1. Ensure the General Education block is offered at every Oregon community college and accepted at every Oregon public university;
2. Automatically award the GE block to eligible students when completed; and
3. Recognize and accept the GE block upon transfer, ensuring that students whose transcripts indicate completion of the GE block are not required to complete any additional general education coursework to meet degree requirements.

Together, these provisions establish a statewide “General Education Complete” guarantee, ensuring that completion of the GE block at any Oregon public institution satisfies all general education requirements to complete a bachelor's degree across the public system.

## **II. Deliverables and Timelines**

1. Progress Update

The Transfer Council shall provide a progress update to the Commission by **February 1, 2027**, including:

- The established subcommittee membership and charge;
- A draft framework for GE block learning outcomes and credit parameters;
- Preliminary recommendations for transcript notation, data exchange, and auto-notation

processes; and

- An implementation plan outlining institutional and system-level responsibilities.

## 2. Final Framework and Recommendations

By January 1, 2028, the Transfer Council shall deliver to the Commission a completed framework and set of recommendations for the General Education block and General Education Complete guarantee, including:

- Finalized learning outcomes and total credit parameters;
- Transcript notation standards and statewide articulation language;
- A plan to incorporate the General Education block within all Major Transfer Maps (MTMs) by **December 2032**;
- Technical and operational guidance for implementation; and
- Proposed policy and rule language for Commission consideration.

## 3. Ongoing Reporting

Progress and implementation updates shall be incorporated into the annual Transfer Council Report to the Commission, due by September 1 of each year.

### **III. Background and Context**

Oregon's existing transfer tools—the Core Transfer Map (CTM), Oregon Transfer Module (OTM), and Associate of Arts Oregon Transfer (AAOT) degree—support partial completion of general education requirements but do not guarantee full general education completion across institutions.

#### 1. Current Policy and Process

The AAOT, in particular, has become misaligned with current state transfer policy goals. A 2020 statewide survey by the Oregon Transfer Articulation Committee (OTAC) found significant variation in how community colleges approve courses for the AAOT Discipline Studies lists. While most institutions require alignment with the AAOT outcomes, they employ different local processes for determining that alignment, and they use varied criteria for reviewing and revising these lists, sometimes relying on additional local rules not included in state guidance. This inconsistency is compounded by the lack of statewide agreement on transferability. Community colleges vary widely in whether and how they verify that AAOT courses transfer as general education at Oregon's public universities, ranging from those that check with all seven universities to others that do not check transferability at all.

Oregon's statewide general education guidance for community colleges is currently the 2010 Outcomes and Criteria for Transferable General Education Courses, developed by the former Joint Boards Articulation Committee (JBAC). These outcomes were created prior to the widespread adoption of



competency-based education and have not been revised. The 70+ outcomes and subpoints are overly detailed and inconsistent with current standards for outcomes-based learning (e.g., NWCCU, 2020; AAC&U, 2025; CAS, 2023).

At the same time, Oregon's public universities report that the AAOT does not guarantee general education completion. According to OTAC's 2020 Transfer Alignment Survey, nearly all universities indicated that a community college course meeting an AAOT Discipline Studies area has no guaranteed impact on how that course is received or applied toward general education at the university level. Many universities require a direct course equivalent or local outcome alignment before applying general education credit, resulting in inconsistent articulation, excess credits, and delays to degree completion.

## 2. Impact of Current Policy on Students

The current structure of the AAOT creates unintended barriers for students who believe they have completed all lower division requirements for a bachelor's degree. In reality, most AAOT graduates have completed only some lower division general education requirements, not lower division major coursework, not upper division general education, and not all lower division requirements needed for a BA or BS. In practice, AAOT graduates may have more than 90 credits and more than two years remaining to complete a bachelor's degree.

Although the AAOT is intended to ensure lower-division general education completion statewide, survey results, as mentioned above, reveal that students don't always receive that guarantee. Additionally, no Oregon public university requires 90 credits of lower division general education, meaning that all students who earn an AAOT complete general education coursework that is not required by their transfer university. As a result, students often earn credits that are necessary in theory but unnecessary in practice, contributing to excess credits, higher costs, extended time to degree, and inequitable outcomes that depend heavily on the receiving institution and chosen major.

## 3. Benefits of Future Policy

Establishing a clear and consistent General Education Complete framework simplifies these issues by providing a guaranteed endpoint for transfer student general education across the public system. Beginning with a uniform GE Block creates a stable foundation on which future statewide improvements, including Major Transfer Maps and other transfer degrees, like the AAOT, can be more coherently built. A new, smaller statewide General Education Block will address these challenges by replacing fragmented approaches with a clear, competency-based framework recognized consistently across all public institutions. This framework will simplify transfer, reduce excess credit, and establish a uniform guarantee that students who complete the GE Block at one Oregon public institution will have fully satisfied all general education requirements at another.

## IV. Authorities and Responsibilities



Pursuant to ORS 350.395 through 350.429, the Higher Education Coordinating Commission (HECC) has statutory authority to oversee the alignment and transfer of academic credit across Oregon's public postsecondary institutions. The Transfer Council, established under ORS 350.402, advises the Commission on policies and frameworks necessary to fulfill these statutory objectives.

On behalf of the Commission, the Transfer Council shall coordinate with faculty, registrars, institutional research staff, and administrators to ensure statewide representation and broad institutional input in the development of the GE Block framework and related implementation processes.