

	<b>Presenter</b>	<b>Action</b>
<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. General Education – ART-233 b. <b>Early Education Changes</b> a. <b>New Courses</b> i. ECE-170 ii. ECE-170ES b. <b>ECE-280ES Credit Change</b> c. <b>Program Amendments</b> i. Early Childhood Education & Family Studies AAS ii. Early Learning CC iii. Educación infantil y estudios familiares AAS iv. Educación infantil y estudios familiares CC	<b>Gen Ed Review</b> <i>Dawn Hendricks</i>	Approval/26.SU   Approval/26.SP Approval/26.SP Approval/26.SU  Approval/26.SU Approval/26.SU Approval/26.SU Approval/26.SU
<b>5. Old Business</b> a.		
<b>6. Closing Comments</b>		

**Present:** Keely Baca, Nora Brodnicki (Co-Chair), Armetta Burney, Debra Carino, Elizabeth Carney, Virginia Chambers, Amanda Coffey, Ephanie Debey, Ada Echevarria, Megan Feagles (Recorder), 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, Misay Partnof, David Plotkin, Carrie Sandberg, Charles Siegfried, April Smith, Sarah Steidl, Chris Sweet, Dru Urbassik, Wryann Van Riper

**Guests:** Eric Lee, Joan San-Claire, Laurette Scott

**Absent:** ASG, Dustin Bare, Craig Connors, Erin Gravelle, Frank Kilders, AJ Smith, Aundrea Snitker, Keely Baca

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**1. Welcome****2. Approval of Minutes**

- a. Approval of the December 5, 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. Program for Intensive English (PIE) Subject Inactivation**

- a. Curriculum Office presented for Laura Joyce.
- b. This is an informational item that all the courses in the PIE subject will be inactive starting in 26-27.
- c. The Program for Intensive English (PIE) was paused at the start of Winter26 due to low enrollment. For that last 3 years, very few students (2 or 3 students each year) have benefited from the labor and resources going into maintaining the program, and with the current climate around international students, we don't foresee that rising in the near future. Pausing the PIE means we won't be accepting new students and we are removing all information about the program from the CCC Website. We will have the ability to reopen the PIE in the future if there were to be a rise in international students seeking English language programs in our area.
- d. This was a difficult decision to make, as our PIE students have contributed so much to our learning community and the strength of the ESOL Department over the years. If you have questions or concerns about the impact of pausing the PIE, please reach out to Laura Joyce.

**b. Gerontology CC Amendment**

- a. Laurette Scott presented
- b. Replacing 3 Credits of Electives with HS-100 due to a change in the HS-170 prerequisite.
- c. It's possible all the Gerontology programs will be suspended soon due to lack of faculty.

*Motion to approve, approved*

**5. Old Business**

- a.

**6. New Business**

- a. CourseLeaf Program Form Updates
  - i. Dru Urbassik presented
  - ii. Much like when a program triggers a 30% change with CCWD, NWCCU has criteria that triggers a change which requires additional information. We've now built those additional fields into the program form.
  - iii. Added additional approval steps in the workflow **after** the Curriculum Committee approval step to ensure that only fully approved information will display to the public.
  - iv. Advisory Committee question was also added per ISP 196.

- v. These changes will be communicated to Department Chairs and Administrative Assistants through email.
- b. Change EFA Subject Name to “Career Exploration”
  - i. Eric Lee presented
  - ii. Right now, the EFA subject stands for Educational Focus Area. Is there interest in changing the subject name to be Career Exploration?
  - iii. Current EFA course titles:
 

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
  - iv. The HD subject currently stands for Human Development/Career Planning
  - v. Guided Pathways is picking up this winter, and they will look at these courses.
  - vi. There is interest for some to review the purpose of these courses.
- c. Interest in Reviewing PE Related Instruction Requirement
  - i. Is there interest in reviewing the PE/Health/Safety Related Instruction requirement for AAS degrees? ISP 181.
  - ii. Joan San-Claire brought up this topic at the 12/5/25 meeting and the Committee decided to bring it forward for discussion.
  - iii. There is interest in forming a group to explore if this is still needed. They would gather information about whether other Oregon Community Colleges have this or a similar requirement.
    - 1. Keoni, Joan, Elizabeth, Nora, Debra
- d. General Education Complete
  - i. David Plotkin presented
  - ii. In accordance with the vision statement adopted by the HECC on December 11, 2025, and the agency’s revised Strategic Plan, 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.
- e. Gen Ed Approval for Common Course Numbering
  - i. Moved to February 6<sup>th</sup> meeting.
  - ii. Do the Common Course Numbering courses need General Education approval?

## 7. Closing Comments

-Meeting Adjourned-

**Next Meeting: February 6, 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
APR-112UL	Outside Electrical Basic Theory II	2026/SP
APR-112UM	Metering: Basics II	2026/SP
APR-114LE	Data Communications	2026/SP
APR-115UW	Substation Metering & Relay Overview	2026/SP
APR-116UM	Network Data Operations (NDO) Overview	2026/SP
APR-167PB	Plumbing Welding and Print Reading	2026/SP
APR-177PB	Plumbing Related Science	2026/SP
APR-187PB	Plumbing Related Codes	2026/SP
APR-202LM	Electrical Code Level I	2026/SP
APR-205PB	Service Plumbing	2026/SP
APR-217PB	Advanced Plumbing Installation	2026/SP
APR-218LE	Fire Alarm Systems	2026/SP
APR-219LE	ADA & Code	2026/SP
APR-223LM	Instrumentation & Controls	2026/SP
APR-227PB	Plumbing Gas Venting & Drains	2026/SP
APR-237PB	Plumbing Water Heater & Circuit Controls	2026/SP
APR-247PB	Advanced Plumbing Code I	2026/SP
APR-257PB	Advanced Plumbing Code II	2026/SP
APR-276PB	Plumbing Review I	2026/SP
APR-277PB	Plumbing Review II	2026/SP
APR-287PB	Plumbing Review III	2026/SP
ART-253	Ceramics/Intermediate	2026/SP
BA-250	Small Business Management	2026/SP
CJA-214	Intimate Partner Violence	2026/SP
CJA-250	Reporting, Recording & Testifying	2026/SP
CJA-252	Introduction to Restorative Justice	2026/SP
CJA-270	Criminal Justice Capstone	2026/SP
DMC-264	Digital Filmmaking	2026/SP
DMC-265	Advanced Digital Filmmaking	2026/SP
ECE-235ES	Seguridad, Salud, y Nutrición	2026/SP
EMT-101	Emergency Medical Technician Part I	2026/SP
ES-101	Introduction to Ethnic Studies	2026/SP
ES-211	Introduction to Latino/a/x Studies	2026/SP

GEO-280	Geography/CWE	2026/SP
HOR-111	Horticulture Practicum/Fall	2026/SP
HOR-140	Soils	2026/SP
HOR-235	Weed Identification	2026/SP
HOR-284	Organic Farming Practicum/Summer	2026/SP
MUS-218	MPT Seminar I	2026/SP
NUR-100	Nursing Assistant I	2026/SP
SPN-101	First-Year Spanish I	2026/SP
SPN-103	First-Year Spanish III	2026/SP
TA-195	Student Performance Showcase	2026/SP
WET-108	Cross-Connection Control Program Specialist	2026/SP

# Course Change Request

Date Submitted: 01/06/26 4:30 pm

Viewing: **APR-112UL : Outside Electrical Basic Theory II**

Last approved: 11/22/25 5:38 am

Last edit: 01/07/26 6:29 am

Changes proposed by: Madison Sheets (madison.sheets)

Catalog Pages  
referencing this  
course

[Apprenticeship \(APR\)](#)  
[Electrician Apprenticeship Technologies, AAS](#)

Programs  
referencing this  
course

[AAS.ELECTRICIANUL: Electrician Apprenticeship Technologies \(UL\)](#)

Credits/Hours/Instructional Method Change

## In Workflow

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

## Approval Path

- 1. 01/07/26 6:30 am  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
- 2. 01/27/26 10:26 am  
Erin Gravelle (erin.gravelle):  
Approved for DTSP Curriculum Committee Outline Review Team

## History

- 1. Feb 21, 2024 by  
Megan Feagles (megan.feagles)
- 2. Apr 2, 2024 by  
Megan Feagles (megan.feagles)
- 3. Nov 22, 2025 by  
Madison Sheets (madison.sheets)

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

Kari.Nixon@clackamas.edu

Course Prefix      APR - Apprenticeship

Course Number      112UL

Department      Apprenticeship

Division      Technology, Applied Science and Public  
Services (TAPS)

Course Title      Outside Electrical Basic Theory II

### Grading

Grade Scheme      Standard (STND)

Credit Type      Credit Course

Allow Pass/No Pass      No

Audit      No

Min Credit      5.00

Variable Credit      No

### Contact hours

Lecture      55.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 55

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

Instructs first year, second term apprentices in electrical-related training. National Electric Code (NEC) standards, application of electrical Direct Current (DC) theory, including Ohm's law, electrical grid components, rigging, OSHA regulations, electrical terminology and mathematical applications. Required: Student Petition.

Type of Course (ACTI Code)

230 - Career Technical Apprenticeship

Can this course be repeated for credit in a degree?

No

## Course Requisites

### Required

Prerequisites

APR-111UL

Corequisites



Prerequisites or Corequisites

### Recommended

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Prerequisites

Corequisites

Prerequisites or Corequisites

### Non-Course Requisites

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Required

Recommended

Is Student Petition required?

Yes

Show course in

Do Not 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?

No

# Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

# Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

# Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	explain the <del>individual</del> characteristics <u>and applications</u> of different types of <u>electrical</u> conductors;
2	<u>apply Ohm's Law to calculate current and power in series, parallel, and combination DC circuits;</u> <del>determine power ratings of components in series, parallel and combination circuits;</del>
3	<u>interpret relevant National Electric Code (NEC) requirements as they apply to basic electrical theory and linework tasks;</u> <del>apply Ohm's law to determine the current through any branch or component of a circuit;</del>
4	<u>apply rigging techniques using a capstan to safely set pole structures;</u> <del>follow National Electric Code standards;</del>

	Upon successful completion of this course, students should be able to:
5	<u>identify and apply OSHA regulations and standard electrical terminology relevant to linework operations.</u> <del>apply rigging techniques using a capstan to set pole structures;</del>
6	<del>cite OSHA regulations that pertain to the job of a lineman;</del>
7	<del>use specific electrical terms on the job.</del>

### Major Topic Outline

1. National Electric Code Standards. 2. Ohm's Law. 3. DC Theory. 4. Electrical terminology. 5. Lineworker rigging. 6. OSHA high voltage & telecommunication regulations.

## 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

# Course Change Request

Date Submitted: 01/06/26 4:32 pm

Viewing: **APR-112UM : Metering: Basics II**

Last approved: 11/22/25 5:38 am

Last edit: 01/07/26 6:31 am

Changes proposed by: Madison Sheets (madison.sheets)

Catalog Pages  
referencing this  
course

[Apprenticeship \(APR\).](#)  
[Electrician Apprenticeship Technologies, AAS](#)

Programs  
referencing this  
course

[AAS.ELECTRICIANUM: Electrician Apprenticeship Technologies \(UM\).](#)

Credits/Hours/Instructional Method Change

## In Workflow

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

## Approval Path

1. 01/07/26 6:31 am  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
2. 01/27/26 10:26 am  
Erin Gravelle (erin.gravelle):  
Approved for DTPS Curriculum Committee Outline Review Team

## History

1. Feb 21, 2024 by  
Megan Feagles (megan.feagles)
2. Apr 2, 2024 by  
Megan Feagles (megan.feagles)
3. Nov 22, 2025 by  
Madison Sheets (madison.sheets)

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

kari.nixon@clackamas.edu

Course Prefix      APR - Apprenticeship

Course Number      112UM

Department      Apprenticeship

Division      Technology, Applied Science and Public  
Services (TAPS)

Course Title      Metering: Basics II

### **Grading**

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Grade Scheme      Standard (STND)

Credit Type      Credit Course

Allow Pass/No Pass      No

Audit      No

Min Credit      5.00

Variable Credit      No

### **Contact hours**

---

Lecture      55.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 55

Proposed Effective 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 is designed to further first-year apprentice training by building on the concepts of electrical trade theory and introducing students to the aspects of substation safety. Apprentices will have the opportunity to use analog or digital meters to measure voltage, current, and resistance in DC circuits. Fundamentals of substation safety will be explored including responsibilities, personal protective equipment, fall protection, grounding and electrical hazard awareness. Required: Student Petition.

Type of Course (ACTI Code)

230 - Career Technical Apprenticeship

Can this course be repeated for credit in a degree?

No

## Course Requisites

### Required

Prerequisites

APR-111UM

Corequisites

Prerequisites or Corequisites

### Recommended

---

Prerequisites

Corequisites

Prerequisites or Corequisites

### Non-Course Requisites

---

Required

Recommended

Is Student Petition required?

Yes

Show course in      Do Not 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?

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

	Upon successful completion of this course, students should be able to:
1	<u>apply DC circuit theory and mathematical principles to analyze series, parallel, and combination electrical circuits;</u> <del>combine math skills with DC theory to solve problems involving series and parallel electrical circuits;</del>
2	<u>calculate voltage, current, resistance, and power in DC distribution systems, including line drop and special resistive circuits;</u> <del>measure current in series and parallel circuits using either analog or digital meters;</del>
3	<u>measure electrical quantities in DC circuits using appropriate analog and digital testing instruments;</u> <del>combine math skills and electrical knowledge to solve distribution system problems;</del>
4	<u>explain how conductor properties and ambient conditions affect resistance and circuit performance;</u> <del>explain the differences in electrical conductors as determined</del>



	Upon successful completion of this course, students should be able to:
	<del>by their properties and by ambient conditions;</del>
5	<u>identify electrical hazards and describe safety resources and protective devices used in electrical work.</u> <del>identify the function and use of various electrical measurement and testing devices;</del>
6	<del>explain electrical hazards;</del>
7	<del>describe safety resources and safety devices used by electrical workers.</del>

### Major Topic Outline

1. Applying Kirchhoff's voltage and current laws. 2. Combination DC circuit analysis. 3. Line drops in electrical distribution systems. 4. Special DC resistive circuits, delta-wye, voltage dividers, current dividers, attenuators electrical efficiency. 5. Conductor properties, resistance of wire.

## 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

# Course Change Request

Date Submitted: 01/06/26 4:38 pm

Viewing: **APR-114LE : Data Communications**

Last approved: 04/02/24 3:15 am

Last edit: 01/07/26 6:32 am

Changes proposed by: Madison Sheets (madison.sheets)

Catalog Pages  
referencing this  
course

[Apprenticeship \(APR\)](#)  
[Electrician Apprenticeship Technologies, AAS](#)  
[Electrician Apprenticeship Technologies, Certificate](#)  
[Limited License Electrician Apprenticeship Technologies, Career](#)  
[Pathway Certificate](#)

Programs  
referencing this  
course

[CC.LIMITLICENSEA: Limited License Electrician Apprenticeship \(A\)](#)  
[CC.LIMITLICENSEB: Limited License Electrician Apprenticeship \(B\)](#)  
[AAS.ELECTRICIANLE: Electrician Apprenticeship Technologies \(LE\)](#)  
[CC.ELECTRICIANLE: Electrician Apprenticeship Technologies \(LE\)](#)

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. 10/30/25 2:47 pm  
Megan Feagles  
(megan.feagles):  
Approved for  
Curriculum Office
2. 11/10/25 11:02 am  
Erin Gravelle  
(erin.gravelle):  
Rollback to  
Curriculum Office  
for DTPS Curriculum  
Committee Outline  
Review Team
3. 11/10/25 11:09 am  
Megan Feagles  
(megan.feagles):  
Approved for  
Curriculum Office
4. 11/10/25 3:13 pm  
Erin Gravelle  
(erin.gravelle):  
Rollback to Initiator
5. 01/07/26 6:32 am  
Megan Feagles

(megan.feagles):

Approved for  
Curriculum Office

6. 01/27/26 10:26 am

Erin Gravelle

(erin.gravelle):

Approved for DTPS  
Curriculum

Committee Outline

Review Team

## History

1. Feb 21, 2024 by

Megan Feagles

(megan.feagles)

2. Apr 2, 2024 by

Megan Feagles

(megan.feagles)

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

Kari.Nixon@clackamas.edu

Course Prefix      APR - Apprenticeship

Course Number      114LE

Department      Apprenticeship

Division      Technology, Applied Science and Public  
Services (TAPS)

Course Title      Data Communications

## Grading

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

**Contact hours**

Lecture	48.00
Lec/Lab	
Lab	
Activity	
Clinical	
Field	
CWE Seminar	
CPR	
Seminar	
Community Education/Drivers Ed	
Community Education/Adult	
Total	48
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

This course provides a comprehensive understanding of Data Communications and Networking with practical application. Hands-on terminations of common cabling types (including optical fiber) and installation methods and standards. Required: Student Petition.

Type of Course (ACTI Code)

230 - Career Technical Apprenticeship

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Acceptance into Limited Energy Apprenticeship program

Recommended

Is Student Petition required?

Yes

Show course in  
Schedule

Do Not Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Not Offered Every Term

Will this class use library resources?

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)

## Equivalent Courses

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Equivalent Active Courses

Equivalent Inactive Courses

# Student Learning Outcomes

## Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	explain <u>the fundamental components</u> and <u>functions</u> <del>apply the foundation</del> of network, <u>telephone</u> , <del>telephone</del> and data <u>hardware systems</u> ; <del>hardware</del> ;
2	<u>analyze common network system types and architectures, including relay logic, access control, stand-alone, and host-based systems</u> ; <del>understand a variety of network systems</del> ;
3	<u>apply design and wiring principles to network and data systems in accordance with applicable NEC requirements</u> ; <del>understand and apply design &amp; wiring concepts to relay logic, access control, stand-alone, and host systems</del> ;
4	<u>explain how data is transmitted digitally using standard networking models and protocols, including the OSI 7-Layer Model</u> ; <del>understand how data is trasmitted digitally</del> ;
5	<u>perform basic conduit bending techniques to support network and data system installations</u> . <del>understand basic conduit bending</del> .

## Major Topic Outline

1. Introduction, overview, syllabus. 2. Module 33301-11. 3. Module 33302-11 & OSI 7-Layer Protocol. 4. Module 33303-11, Fiber construction and terminations, NEC Article 770. 5. Module 33304-11, CATV Design, NEC Article 820. 6. Module 46101-11, Material lists and design lab. 7. Module 33305-11, UTP termination lab. 8. Module 33306-11, NEC Article 800. 9. Module 33307-11, Conduit bending.

## 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

**Erin Gravelle (erin.gravelle) (11/10/25 11:02 am):** Rollback: Understand isn't an actionable student learning outcome. Please refer to the Curriculum Committee SLO's guidance sheet that I'll send you via email.

**Erin Gravelle (erin.gravelle) (11/10/25 3:13 pm):** Rollback: The verb “understand” isn’t considered measurable in a Student Learning Outcome, since it can be difficult to assess directly. You might consider using more observable verbs such as “describe,” “explain,” “apply,” or “demonstrate” to make the outcome clearer and easier to measure. For example: Instead of: “Understand basic electrical safety procedures.” You could write: “Demonstrate basic electrical safety procedures” or “Explain key electrical safety principles.” These revisions make it easier to assess student learning and align more clearly with measurable outcomes.

Key: 72

[Preview Bridge](#)



# Course Change Request

Date Submitted: 01/06/26 4:37 pm

Viewing: **APR-115UW : Substation Metering & Relay Overview**

Last approved: 04/02/24 3:15 am

Last edit: 01/07/26 6:33 am

Changes proposed by: Madison Sheets (madison.sheets)

Catalog Pages  
referencing this  
course  
[Apprenticeship \(APR\)](#)

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. 10/28/25 12:19 pm  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
- 2. 11/10/25 11:04 am  
Erin Gravelle (erin.gravelle):  
Rollback to Curriculum Office for DTPS Curriculum Committee Outline Review Team
- 3. 11/10/25 11:08 am  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
- 4. 11/10/25 3:11 pm  
Erin Gravelle (erin.gravelle):  
Rollback to Initiator
- 5. 01/07/26 6:33 am  
Megan Feagles

(megan.feagles):

Approved for  
Curriculum Office

6. 01/27/26 10:26 am

Erin Gravelle

(erin.gravelle):

Approved for DTPS  
Curriculum

Committee Outline

Review Team

## History

1. Feb 21, 2024 by

Megan Feagles

(megan.feagles)

2. Apr 2, 2024 by

Megan Feagles

(megan.feagles)

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

Kari.Nixon@clackamas.edu

Course Prefix      APR - Apprenticeship

Course Number      115UW

Department      Apprenticeship

Division      Technology, Applied Science and Public  
Services (TAPS)

Course Title      Substation Metering & Relay Overview

## Grading

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

**Contact hours**

Lecture	
Lec/Lab	40.00
Lab	
Activity	
Clinical	
Field	
CWE Seminar	
CPR	
Seminar	
Community Education/Drivers Ed	
Community Education/Adult	
Total	40
Proposed Effective Term	Spring 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

This course introduces the apprentice to the duties of Substation Metering & Relay Technicians. It outlines how to perform testing, calibration, maintenance, installation and trouble shooting on new or existing equipment and circuit installation. It also details how to obtain line fault data and investigate equipment outages throughout the system on substations and/or switch yard equipment. In addition, this course provides the student with one-on-one time spent in the field with a Substation Metering & Relay Technician. Students must attend all required days.

Type of Course (ACTI Code)

230 - Career Technical Apprenticeship

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

---

Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

---

Required

~~Attend all required days to be eligible for program credits~~

Recommended

Is Student Petition required?

No

Show course in  
Schedule

Do Not Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Not Offered Every Term

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

## Course Certifications

---

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

---

Equivalent Active Courses

## Student Learning Outcomes

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### Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	<u>explain the role of Substation Metering and Relay Technicians in collecting, validating, and maintaining accurate meter data through Meter Data Collection (MDC) systems;</u> <del>list and describe the daily functions performed by Substation Metering &amp; Relay Technicians, including work done under the supervision of a manager, and discuss common work environments and expectations;</del>
2	<u>troubleshoot meter communication systems and installations to identify and resolve data transmission and equipment issues;</u> <del>outline substation entry prerequisites, including system controls, signing the log book, observing security protocols and using personal protective equipment (PPE);</del>
3	<u>analyze energy consumption data to identify metering discrepancies and ensure accuracy for billing and retail energy products;</u> <del>describe how Substation Metering &amp; Relay Technicians maintain and test transformers, meters and protective relays, both electromechanical and solid state;</del>
4	<u>perform and interpret testing and calibration procedures on metering and related electrical equipment to evaluate system performance and reliability;</u> <del>explain the relevance of electrical, mechanical, and electronic component prints and schematics, technical instructions and diagrams, and personal computers;</del>
5	<u>apply technical documentation and coordination practices to support meter installations, maintenance activities, and Automated Meter Infrastructure (AMI) deployments.</u> <del>review how technicians perform intricate and complex tests and calibrations on equipment, how they assess and interpret the test results, and how they use the information for further monitoring or to make improvement recommendations;</del>
6	<del>summarize the methods technicians use to analyze electrical, mechanical, and electronic component prints, schematics, and technical instructions and diagrams to resolve problems and improve equipment operation;</del>

	Upon successful completion of this course, students should be able to:
7	discuss relevant technical literature and current issues in technology improvement and electrical theory;
8	describe communication protocols between technicians and other groups and explain the importance of clear communication and the maintenance of accurate testing records;
9	outline the process for assessing and reviewing equipment and working with engineers to make installation, reliability, maintenance and design recommendations;
10	list the steps technicians take to prepare information and instruction materials to support and train peers;
11	describe how technicians identify and resolve equipment outages to rapidly restore power to customers.

### Major Topic Outline

1. Accurate, timely Meter Data Collection (MDC) data gathering and maintenance of energy usage information through operations of the MDC. 2. Troubleshoot existing and new meter communication installations. 3. Analyze energy consumption patterns to identify metering discrepancies. 4. Ensure data used for billing and retail products. 5. Provide support to Metermen for the installation of Automated Meter Infrastructure (AMI) meters.

## 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

**Erin Gravelle (erin.gravelle) (11/10/25 11:04 am):** Rollback: There are many SLO's listed and all of the SLO's in a course must be assessed. Are all of these SLO's going to be assessed? Also, some of the SLO's have more than one learning outcome in them. For example #5.

**Erin Gravelle (erin.gravelle) (11/10/25 3:11 pm):** Rollback: There are quite a few SLOs listed, and since all SLOs in a course need to be assessed, I wanted to check—will all of these be assessed? Also, a few of the SLOs seem to include more than one learning outcome within a single statement. For example, take a look at #5—it might be helpful to consider separating those into distinct outcomes for clarity and easier assessment.

Key: 74

[Preview Bridge](#)



# Course Change Request

Date Submitted: 01/06/26 4:40 pm

Viewing: **APR-116UM : Network Data Operations (NDO) Overview**

Last approved: 04/02/24 3:15 am

Last edit: 01/07/26 6:33 am

Changes proposed by: Madison Sheets (madison.sheets)

Catalog Pages  
referencing this  
course  
[Apprenticeship \(APR\)](#)

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. 10/28/25 12:16 pm  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
- 2. 11/10/25 11:01 am  
Erin Gravelle (erin.gravelle):  
Rollback to Curriculum Office for DTPS Curriculum Committee Outline Review Team
- 3. 11/10/25 11:09 am  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
- 4. 11/10/25 3:14 pm  
Erin Gravelle (erin.gravelle):  
Rollback to Initiator
- 5. 01/07/26 6:34 am  
Megan Feagles

(megan.feagles):

Approved for  
Curriculum Office

6. 01/27/26 10:26 am

Erin Gravelle

(erin.gravelle):

Approved for DTPS  
Curriculum

Committee Outline

Review Team

## History

1. Feb 21, 2024 by

Megan Feagles

(megan.feagles)

2. Apr 2, 2024 by

Megan Feagles

(megan.feagles)

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

Kari.Nixon@clackamas.edu

Course Prefix      APR - Apprenticeship

Course Number      116UM

Department      Apprenticeship

Division      Technology, Applied Science and Public  
Services (TAPS)

Course Title      Network Data Operations (NDO) Overview

## Grading

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

### Contact hours

Lecture	11.00
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Lec/Lab	
---------	--

Lab	
-----	--

Activity	
----------	--

Clinical	
----------	--

Field	
-------	--

CWE Seminar	
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CPR	
-----	--

Seminar	
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Community	
-----------	--

Education/Drivers	
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Ed	
----	--

Community	
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Education/Adult	
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Total	11
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Proposed Effective	Spring 2026
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Term	
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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 give the meterman apprentice an overview of smart meter operations and associated systems/servers including Meter Data Collection (MDC), Sensus, Total Metering Solution (TMS), and MV90, the industry standard for information collection and storage. The Meterman Apprentice will gain a better understanding of the process around the use of smart meter data, including validation of the usage to ensure accurate readings as well as an understanding of alarms the meter can trigger out in the field.

Type of Course (ACTI Code)

230 - Career Technical Apprenticeship

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

---

Required

Recommended

Is Student Petition required?

No

Show course in  
Schedule

Do Not Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Not Offered Every Term

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

## Course Certifications

---

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

---

Equivalent Active Courses

## Student Learning Outcomes

### Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	<u>operate Meter Data Collection (MDC) systems to gather, maintain, and manage accurate energy usage data;</u> <del>deliver accurate, timely MDC data gathering and maintenance of energy usage information through operations of the MDC;</del>
2	<u>troubleshoot meter communication systems and installations to identify and resolve data transmission, alarm, and validation errors;</u> <del>successfully work with Comm Server Operators and data to resolve TMS, Sensus, and MV90 meter communication errors;</del>
3	<u>analyze energy consumption data to identify metering discrepancies and ensure data accuracy for billing and retail energy services;</u> <del>provide first level resolution of communication failures and comm server errors;</del>
4	<u>maintain MDC databases by correcting data errors and updating services to support system reliability and operational accuracy;</u> <del>provide support to metermen for the installation of Automated Meter Infrastructure (AMI) meters;</del>
5	<u>support Automated Meter Infrastructure (AMI) meter installations and operations through coordination with field and system personnel.</u> <del>troubleshoot existing and new meter communication installations and alarms;</del>
6	<del>provide AMI support to billing specialists and other departments;</del>
7	<del>analyze energy consumption patterns to identify metering discrepancies;</del>
8	<del>ensure data used for billing and retail products and services reflects true operational characteristics;</del>
9	<del>investigate and work with Comm Server Operators to resolve MDC data validation errors;</del>
10	<del>work with Customer Information System (CIS) operations to resolve data errors;</del>

	Upon successful completion of this course, students should be able to:
11	<del>execute ad hoc queries as needed to support other parties including management, Retail Products and Services, Customer Service Delivery, Energy Recovery Unit, vendors, and Meter Shop;</del>
12	<del>clean up and correct corrupt data as found during normal work;</del>
13	<del>add new services to the MDC databases;</del>
14	<del>troubleshoot existing and new communications, meter installations plan and test installations for communications and meter technologies.</del>

### Major Topic Outline

1. Accurate, timely MDC data gathering and maintenance of energy usage information through operations of the MDC. 2. Troubleshoot existing and new meter communication installations. 3. Analyze energy consumption patterns to identify metering discrepancies. 4. Ensure data used for billing and retail products. 5. Provide support to Metermen for the installation of AMI meters.

## 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

**Erin Gravelle (erin.gravelle) (11/10/25 11:01 am):** Rollback: There are a lot of student learning outcomes here for a one credit class. Each SLO needs to have an assessment attached to it. Are all of these going to be assessed?

**Erin Gravelle (erin.gravelle) (11/10/25 3:14 pm):** Rollback: There are a lot of SLO's for a one credit class. All SLO's must be measurable. Will all of these SLO's be assessed in this course? If not, they should be removed from the SLO's area.

Key: 76

[Preview Bridge](#)



# Course Change Request

Date Submitted: 10/30/25 12:18 pm

Viewing: **APR-167PB : Plumbing Welding and Print Reading**

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

Last edit: 12/08/25 11:53 am

Changes proposed by: Madison Sheets (madison.sheets)

Catalog Pages  
referencing this  
course

- [Apprenticeship \(APR\)](#)
- [Construction Trades, General Apprenticeship, AAS](#)
- [Construction Trades, General Apprenticeship, Certificate](#)

Programs  
referencing this  
course

- [AAS.CONSTRUCTPB: Construction Trades, General Apprenticeship \(PB\)](#)
- [CC.CONSTRUCTPB: Construction Trades, General Apprenticeship \(PB\)](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

## In Workflow

- Curriculum Office
- DTPS Curriculum Committee Outline Review Team
- Curriculum Office
- Curriculum Committee Approval
- Colleague

## Approval Path

- 10/30/25 12:25 pm  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
- 01/27/26 2:24 pm  
Erin Gravelle (erin.gravelle):  
Approved for DTPS Curriculum Committee Outline Review Team

## History

- Feb 21, 2024 by  
Megan Feagles (megan.feagles)

Are you the Faculty Contact Person?

No

Faculty Contact

Email

Kari.Nixon@clackamas.edu

Course Prefix          APR - Apprenticeship

Course Number          167PB

Department          Apprenticeship

Division          Technology, Applied Science and Public  
Services (TAPS)

Course Title          Plumbing Welding and Print Reading

### Grading

---

Grade Scheme          Standard (STND)

Credit Type          Credit Course

Allow Pass/No Pass    No

Audit          Yes

Min Credit          3.00

Variable Credit          No

### Contact hours

---

Lecture          33.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community  
Education/Drivers  
Ed

Community  
Education/Adult

Total 33

Proposed Effective Term Spring 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

Blueprint Reading: rough-in sheets, single line drawings, detail drawings and sections. Welding: Gas welding, cutting theory, soldering, brazing and cutting; flat and vertical weld and shielded metal-arc welding.

Type of Course (ACTI Code)

230 - Career Technical Apprenticeship

Can this course be repeated for credit in a degree?

No

## Course Requisites

### Required

Prerequisites

Corequisites

Prerequisites or Corequisites

### Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

---

Required

Acceptance into Plumbers Apprenticeship program

Recommended

Is Student Petition required?

No

Show course in  
Schedule

Do Not Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Not Offered Every Term

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

Yes

## Course Certifications

---

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

---

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

---

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	demonstrate safe working practices including rigging and lock out tag out in accordance with state and federal regulations;
2	apply OSHA practices in relationship to the specific trade;
3	apply theory as it relates to trade competencies;
4	utilize recognized standard building codes guideline as applicable;
5	demonstrate ability to perform welding/brazing applications;
6	analyze the properties of materials and how they apply to welding and brazing applications.

Major Topic Outline

1. Blueprint Reading a. Rough-in sheets b. Single line drawings c. Detail drawings d. Section drawings  
2. Welding a. Gas b. Soldering c. Brazing d. Cutting e. Oxy-acetylene f. Shielded metal-arc

## 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: 121

[Preview Bridge](#)

# Course Change Request

Date Submitted: 10/30/25 12:19 pm

Viewing: **APR-177PB : Plumbing Related Science**

Last approved: 03/29/24 3:32 am

Last edit: 12/08/25 11:53 am

Changes proposed by: Madison Sheets (madison.sheets)

Catalog Pages  
referencing this  
course

- [Apprenticeship \(APR\)](#)
- [Construction Trades, General Apprenticeship, AAS](#)
- [Construction Trades, General Apprenticeship, Certificate](#)

Programs  
referencing this  
course

- [AAS.CONSTRUCTPB: Construction Trades, General Apprenticeship \(PB\)](#)
- [CC.CONSTRUCTPB: Construction Trades, General Apprenticeship \(PB\)](#)

Credits/Hours/Instructional Method Change

## In Workflow

- Curriculum Office
- DTPS Curriculum Committee Outline Review Team
- Curriculum Office
- Curriculum Committee Approval
- Colleague

## Approval Path

- 10/30/25 12:25 pm  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
- 01/27/26 2:29 pm  
Erin Gravelle (erin.gravelle):  
Approved for DTPS Curriculum Committee Outline Review Team

## History

- Feb 21, 2024 by Megan Feagles (megan.feagles)
- Mar 29, 2024 by Megan Feagles (megan.feagles)

## Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

Kari.Nixon@clackamas.edu

Course Prefix      APR - Apprenticeship

Course Number      177PB

Department      Apprenticeship

Division      Technology, Applied Science and Public  
Services (TAPS)

Course Title      Plumbing Related Science

### Grading

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Grade Scheme      Standard (STND)

Credit Type      Credit Course

Allow Pass/No Pass      No

Audit      Yes

Min Credit      3.00

Variable Credit      No

### Contact hours

---

Lecture      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

Installation practices: venting materials, sizing, and hangers and sewage pumps and ejectors. Related science: water properties, pressure, hydraulics, and traps; air, manometers, pressure testing and air chambers. Rigging & hoisting: safety, concepts, knots & hitches, hoists & pulleys, ladders & scaffolds, and hand signals. Required: Student Petition.

Type of Course (ACTI Code)

230 - Career Technical Apprenticeship

Can this course be repeated for credit in a degree?

No

## Course Requisites

### Required

Prerequisites

APR-167PB

Corequisites

Prerequisites or Corequisites

### Recommended

---

Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

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Required

Acceptance into Plumbers Apprenticeship program

Recommended

Is Student Petition required?

Yes

Show course in

Do Not Print in Schedule

Schedule

Hide course in catalog

No

When do you plan to offer this course?

Not Offered Every Term

Will this class use library resources?

No

## Course Certifications

---

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

---

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

---

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	accurately apply knowledge of venting materials and sizing to plumbing installations that meet code requirements;
2	demonstrate an understanding and knowledge of water pressure, plumbing traps, manometers, etc. to troubleshoot, repair and install plumbing fixtures to meet code requirements.

Major Topic Outline

1. assemble code books & review administration; 2. Plumber's math; 3. Rigging & Hoisting; 4. Manometers, pressure testing, water hammers and air chambers; 5. Water properties, pressure, hydraulics and traps; 6.Venting materials – sizing and hanging process.

## Green Course Management

---

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

Reviewer Comments

# Course Change Request

Date Submitted: 10/30/25 12:19 pm

Viewing: **APR-187PB : Plumbing Related Codes**

Last approved: 04/02/24 3:15 am

Last edit: 12/08/25 11:53 am

Changes proposed by: Madison Sheets (madison.sheets)

Catalog Pages  
referencing this  
course

- [Apprenticeship \(APR\)](#)
- [Construction Trades, General Apprenticeship, AAS](#)
- [Construction Trades, General Apprenticeship, Certificate](#)

Programs  
referencing this  
course

- [AAS.CONSTRUCTPB: Construction Trades, General Apprenticeship \(PB\)](#)
- [CC.CONSTRUCTPB: Construction Trades, General Apprenticeship \(PB\)](#)

Credits/Hours/Instructional Method Change

## In Workflow

- Curriculum Office
- DTPS Curriculum Committee Outline Review Team
- Curriculum Office
- Curriculum Committee Approval
- Colleague

## Approval Path

- 10/30/25 12:26 pm  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
- 01/27/26 2:31 pm  
Erin Gravelle (erin.gravelle):  
Approved for DTPS Curriculum Committee Outline Review Team

## History

- Feb 21, 2024 by Megan Feagles (megan.feagles)
- Mar 8, 2024 by Megan Feagles (megan.feagles)
- Apr 2, 2024 by Megan Feagles (megan.feagles)

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

Kari.Nixon@clackamas.edu

Course Prefix      APR - Apprenticeship

Course Number      187PB

Department      Apprenticeship

Division      Technology, Applied Science and Public  
Services (TAPS)

Course Title      Plumbing Related Codes

### Grading

Grade Scheme      Standard (STND)

Credit Type      Credit Course

Allow Pass/No Pass      No

Audit      Yes

Min Credit      3.00

Variable Credit      No

### Contact hours

Lecture      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

Building Code and Mechanical Code requirements that affect plumbing installations including a review of Fire and Life-Safety Codes relative to plumbing installation. Required: Student Petition.

Type of Course (ACTI Code)

230 - Career Technical Apprenticeship

Can this course be repeated for credit in a degree?

No

## Course Requisites

### Required

Prerequisites

Corequisites

Prerequisites or Corequisites

### Recommended

---

Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

---

Required

Acceptance into Plumbers Apprenticeship program

Recommended

Is Student Petition required?

Yes

Show course in

Do Not Print in Schedule

Schedule

Hide course in catalog

No

When do you plan to offer this course?

Not Offered Every Term

Will this class use library resources?

No

## Course Certifications

---



Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	recognize types of building construction and occupancies;
2	apply Fire and Life Safety requirements relative to plumbing systems within a building;
3	apply the requirements for cutting, boring and notching beams, joists, studs, glu-lams and walls for piping installation;
4	identify different structural members and their use in building construction;
5	identify fire-rated walls and ceiling, and be proficient in fire caulking and sealing plumbing penetrations in fire-rated assemblies.

Major Topic Outline

1. Fire, Life Safety Code requirements & building design for fire escape, corridors and stairways.
2. Fire resistive assemblies, building types and occupancies.
3. Construction materials and structural members: grade beams, footings, framing members and types of construction. Shear walls, beams, trusses, joists, headers & glu-lams.
4. Piping Penetrations & Fire stopping.
5. Cutting, boring and notching.

# 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

# Course Change Request

Date Submitted: 10/30/25 2:41 pm

Viewing: **APR-202LM : Electrical Code Level I**

Last approved: 06/08/23 5:13 am

Last edit: 01/27/26 2:34 pm

Changes proposed by: Madison Sheets (madison.sheets)

Catalog Pages  
referencing this  
course

[Apprenticeship \(APR\).](#)  
[Electrician Apprenticeship Technologies, AAS](#)

Programs  
referencing this  
course

[AAS.ELECTRICIANLME: Electrician Apprenticeship Technologies \(LME\).](#)

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. 10/30/25 2:43 pm  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
2. 01/27/26 2:34 pm  
Erin Gravelle (erin.gravelle):  
Approved for DTPS Curriculum Committee Outline Review Team

## History

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

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

Kari.Nixon@clackamas.edu

Course Prefix          APR - Apprenticeship

Course Number          202LM

Department          Apprenticeship

Division          Technology, Applied Science and Public  
Services (TAPS)

Course Title          Electrical Code Level I

### Grading

---

Grade Scheme          Standard (STND)

Credit Type          Credit Course

Allow Pass/No Pass    Yes

Only Pass/No Pass    No

Audit          No

Min Credit          4.00

Variable Credit          No

### Contact hours

---

Lecture          44.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 44

Proposed Effective 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

Provides a working knowledge of the National Electrical Code (NEC). Assists LME apprentices in preparing for the state electrical exam. Topics include definitions, requirements for electrical installations, identification and use of electrical conductors, wiring, circuit-protection, wiring methods, materials, and electrical safety standards.

Type of Course (ACTI Code)

230 - Career Technical Apprenticeship 210-

Career Technical Preparatory (MUST BE IN A PROGRAM)

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

Do Not Print in Schedule

Schedule

Hide course in catalog

No

When do you plan to offer this course?

Not Offered Every Term

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

## Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

Equivalent Active Courses

IMT-262 - Electrical Code Level I

Equivalent Inactive Courses

## Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	describe and apply industry definitions in the trade;
2	describe requirements for electrical installations;
3	identify and use electrical conductors, wiring, circuit-protection, wiring methods and materials;
4	explain electrical safety standards.

Major Topic Outline

Industry definitions in the trade, requirements Requirements for electrical installations, electrical Electrical conductors, wiring, circuit-protection, wiring methods and materials  
Electrical safety standards

## Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

Reviewer Comments

Key: 132

[Preview Bridge](#)



# Course Change Request

Date Submitted: 10/30/25 12:21 pm

Viewing: **APR-205PB : Service Plumbing**

Last approved: 04/02/24 3:15 am

Last edit: 12/08/25 11:54 am

Changes proposed by: Madison Sheets (madison.sheets)

Catalog Pages  
referencing this  
course

- [Apprenticeship \(APR\)](#)
- [Construction Trades, General Apprenticeship, AAS](#)
- [Construction Trades, General Apprenticeship, Certificate](#)

Programs  
referencing this  
course

- [AAS.CONSTRUCTPB: Construction Trades, General Apprenticeship \(PB\)](#)
- [CC.CONSTRUCTPB: Construction Trades, General Apprenticeship \(PB\)](#)

Credits/Hours/Instructional Method Change

## In Workflow

- Curriculum Office
- DTPS Curriculum Committee Outline Review Team
- Curriculum Office
- Curriculum Committee Approval
- Colleague

## Approval Path

- 10/30/25 12:27 pm  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
- 01/27/26 2:36 pm  
Erin Gravelle (erin.gravelle):  
Approved for DTPS Curriculum Committee Outline Review Team

## History

- Feb 21, 2024 by Megan Feagles (megan.feagles)
- Apr 2, 2024 by Megan Feagles (megan.feagles)

## Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

Kari.Nixon@clackamas.edu

Course Prefix      APR - Apprenticeship

Course Number      205PB

Department      Apprenticeship

Division      Technology, Applied Science and Public  
Services (TAPS)

Course Title      Service Plumbing

### Grading

---

Grade Scheme      Standard (STND)

Credit Type      Credit Course

Allow Pass/No Pass      No

Audit      Yes

Min Credit      3.00

Variable Credit      No

### Contact hours

---

Lecture      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

Course will teach the plumbing apprentice basic skills required to service and repair a plumbing system. The apprentice will have an opportunity to learn methods used by a plumber to trouble shoot a plumbing system and restore it to working order. Required: Student Petition.

Type of Course (ACTI Code)

230 - Career Technical Apprenticeship

Can this course be repeated for credit in a degree?

No

## Course Requisites

### Required

Prerequisites

APR-177PB

Corequisites

Prerequisites or Corequisites

### Recommended

---

Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

---

Required

Recommended

Is Student Petition required?

Yes

Show course in

Do Not Print in Schedule

Schedule

Hide course in catalog

No

When do you plan to offer this course?

Not Offered Every Term

Will this class use library resources?

No

## Course Certifications

---

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

---

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

---

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	trouble shoot and repair a plumbing system in general;
2	recognize materials used to repair such systems;
3	access, identify and understand codes and manufacturer's documents related to plumbing systems.

Major Topic Outline

1. Common Service practices, tools, customer relations. 2. Recognizing plumbing systems old and modern. 3. Drain Obstructions. 4. Water system problems. 5. Faucets and Valve repair. 6. Water Closets. 7. Tubs, showers, other fixture repair.

## 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: 137

[Preview Bridge](#)

# Course Change Request

Date Submitted: 10/30/25 12:21 pm

Viewing: **APR-217PB : Advanced Plumbing Installation**

Last approved: 04/02/24 3:15 am

Last edit: 01/27/26 2:38 pm

Changes proposed by: Madison Sheets (madison.sheets)

Catalog Pages  
referencing this  
course

- [Apprenticeship \(APR\)](#)
- [Construction Trades, General Apprenticeship, AAS](#)
- [Construction Trades, General Apprenticeship, Certificate](#)

Programs  
referencing this  
course

- [AAS.CONSTRUCTPB: Construction Trades, General Apprenticeship \(PB\)](#)
- [CC.CONSTRUCTPB: Construction Trades, General Apprenticeship \(PB\)](#)

Credits/Hours/Instructional Method Change

## In Workflow

- Curriculum Office
- DTPS Curriculum Committee Outline Review Team
- Curriculum Office
- Curriculum Committee Approval
- Colleague

## Approval Path

- 10/30/25 12:27 pm  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
- 01/27/26 2:39 pm  
Erin Gravelle (erin.gravelle):  
Approved for DTPS Curriculum Committee Outline Review Team

## History

- Feb 21, 2024 by  
Megan Feagles (megan.feagles)
- Apr 2, 2024 by  
Megan Feagles (megan.feagles)

## Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

Kari.Nixon@clackamas.edu

Course Prefix      APR - Apprenticeship

Course Number      217PB

Department      Apprenticeship

Division      Technology, Applied Science and Public  
Services (TAPS)

Course Title      Advanced Plumbing Installation

### Grading

---

Grade Scheme      Standard (STND)

Credit Type      Credit Course

Allow Pass/No Pass      No

Audit      Yes

Min Credit      3.00

Variable Credit      No

### Contact hours

---

Lecture      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

Plumbing theory and association skills and knowledge related to residential, commercial and industrial installation of appliances, fixture fittings and trim, gas code, piping, controls and regulators, as well as mathematics relative to elevations, leveling and transit. Required: Student Petition.

Type of Course (ACTI Code)

230 - Career Technical Apprenticeship

Can this course be repeated for credit in a degree?

No

## Course Requisites

### Required

Prerequisites

APR-177PB

Corequisites

Prerequisites or Corequisites

### Recommended

---

Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

---

Required

Recommended

Is Student Petition required?

Yes

Show course in

Do Not Print in Schedule

Schedule

Hide course in catalog

No

When do you plan to offer this course?

Not Offered Every Term

Will this class use library resources?

No

## Course Certifications

---

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	apply new knowledge to properly install plumbing fixtures from rough-in to finish;
2	apply the National Fuel Gas Code of gas piping;
3	calculate elevations and grades, utilize a level and transit.

Major Topic Outline

1. Intro & explain objectives including “where you should be”. 2. Fixtures at rough-in. 3. Fixtures at finish. ~~rough-in~~. 4. ~~Fixtures at finish~~. ~~5~~. Gas properties. 5. ~~6~~. Gases, pipe sizing. 6. ~~7~~. Elevations in plumbing. 7. ~~8~~. Elevations in plumbing.

## 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

# Course Change Request

Date Submitted: 10/30/25 2:38 pm

Viewing: **APR-218LE : Fire Alarm Systems**

Last approved: 04/02/24 3:15 am

Last edit: 01/27/26 2:14 pm

Changes proposed by: Madison Sheets (madison.sheets)

Catalog Pages  
referencing this  
course

- [Apprenticeship \(APR\).](#)
- [Electrician Apprenticeship Technologies, AAS](#)
- [Electrician Apprenticeship Technologies, Certificate](#)
- [Limited License Electrician Apprenticeship Technologies, Career Pathway Certificate](#)

Programs  
referencing this  
course

- [CC.LIMITLICENSEA: Limited License Electrician Apprenticeship \(A\).](#)
- [AAS.ELECTRICIANLE: Electrician Apprenticeship Technologies \(LE\).](#)
- [CC.ELECTRICIANLE: Electrician Apprenticeship Technologies \(LE\).](#)

Credits/Hours/Instructional Method Change

## In Workflow

- Curriculum Office
- DTPS Curriculum Committee Outline Review Team
- Curriculum Office
- Curriculum Committee Approval
- Colleague

## Approval Path

- 10/30/25 2:47 pm  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
- 01/27/26 2:09 pm  
Erin Gravelle (erin.gravelle):  
Approved for DTPS Curriculum Committee Outline Review Team

## History

- Feb 21, 2024 by  
Megan Feagles (megan.feagles)
- Apr 2, 2024 by  
Megan Feagles (megan.feagles)

## Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

Kari.Nixon@clackamas.edu

Course Prefix      APR - Apprenticeship

Course Number      218LE

Department      Apprenticeship

Division      Technology, Applied Science and Public  
Services (TAPS)

Course Title      Fire Alarm Systems

### Grading

---

Grade Scheme      Standard (STND)

Credit Type      Credit Course

Allow Pass/No Pass      No

Audit      Yes

Min Credit      4.00

Variable Credit      No

### Contact hours

---

Lecture      48.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 48

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 covers the basics of Fire Alarm systems for the Limited Energy License A and B. The class will cover the basics of National Fire Protection Association (NFPA) 72 and National Electrical Codes (NEC) 760. It will cover the different styles of circuits, wiring and devices and their components. Students will also learn system drawing and math. Required: Student Petition.

Type of Course (ACTI Code)

230 - Career Technical Apprenticeship

Can this course be repeated for credit in a degree?

No

## Course Requisites

### Required

Prerequisites

Corequisites

Prerequisites or Corequisites

### Recommended

---

Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

---

Required

Acceptance into Limited Energy Apprenticeship program

Recommended

Is Student Petition required?

Yes

Show course in

Do Not Print in Schedule

Schedule

Hide course in catalog

No

When do you plan to offer this course?

Not Offered Every Term

Will this class use library resources?

No

## Course Certifications

---



Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	identify and apply correct fire alarm terminology;
2	identify and describe the different types of initiating and notification devices;
3	describe the basic requirements of a fire alarm system;
4	review and understand fire alarm drawings;
5	explain the basic requirements for installing a fire alarm system;
6	explain the basic requirements for servicing fire alarm systems;
7	describe the basic requirements for testing a fire alarm system;
8	demonstrate problem solving using <u>Ohm's</u> <del>OHM's</del> law;
9	identify the requirements for nurse call systems.

Major Topic Outline

1. Introduction to NFPA 72. 2. NFPA 72 Fundamentals. 3. NFPA 72 Protected Premises. 4. NEC 760. 5. Review basic fire alarm plans including, basic math, Ohm's ~~OHM's~~ Law, voltage drop

math. 6. Inspection, testing, & maintenance. 7. Basic fire alarm service. 8. Oregon Requirements for nurse call systems. 9. Basics of nurse call systems. 10. Nurse call equipment; operation and servicing of nurse call systems.

## Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

Reviewer Comments

# Course Change Request

Date Submitted: 10/30/25 2:38 pm

Viewing: **APR-219LE : ADA & Code**

Last approved: 04/02/24 3:15 am

Last edit: 01/23/26 1:49 pm

Changes proposed by: Madison Sheets (madison.sheets)

Catalog Pages  
referencing this  
course

- [Apprenticeship \(APR\)](#)
- [Electrician Apprenticeship Technologies, AAS](#)
- [Electrician Apprenticeship Technologies, Certificate](#)
- [Limited License Electrician Apprenticeship Technologies, Career Pathway Certificate](#)

Programs  
referencing this  
course

- [CC.LIMITLICENSEA: Limited License Electrician Apprenticeship \(A\)](#)
- [CC.LIMITLICENSEB: Limited License Electrician Apprenticeship \(B\)](#)
- [AAS.ELECTRICIANLE: Electrician Apprenticeship Technologies \(LE\)](#)
- [CC.ELECTRICIANLE: Electrician Apprenticeship Technologies \(LE\)](#)

Credits/Hours/Instructional Method Change

## In Workflow

- Curriculum Office
- DTPS Curriculum Committee Outline Review Team
- Curriculum Office
- Curriculum Committee Approval
- Colleague

## Approval Path

- 10/30/25 2:48 pm  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
- 01/23/26 1:51 pm  
Erin Gravelle (erin.gravelle):  
Approved for DTPS Curriculum Committee Outline Review Team

## History

- Feb 21, 2024 by  
Megan Feagles (megan.feagles)
- Apr 2, 2024 by  
Megan Feagles (megan.feagles)

## Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

Kari.Nixon@clackamas.edu

Course Prefix      APR - Apprenticeship

Course Number      219LE

Department      Apprenticeship

Division      Technology, Applied Science and Public  
Services (TAPS)

Course Title      ADA & Code

### Grading

---

Grade Scheme      Standard (STND)

Credit Type      Credit Course

Allow Pass/No Pass      No

Audit      Yes

Min Credit      4.00

Variable Credit      No

### Contact hours

---

Lecture      48.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 48

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

Covers review of math dealing with Ohm's Law, Kershov's Law, trigonometry, voltage drop calculations and how to calculate horsepower to amperage depending on what type of electricity is being used. Also included are the newest changes in the National Electrical Code (NEC), ~~basic~~ Americans with Disabilities (ADA) requirements ~~(ADA)requirements~~ and test preparation for the Journey Level Limited Energy exam. Required: Student Petition.

Type of Course (ACTI Code)

230 - Career Technical Apprenticeship

Can this course be repeated for credit in a degree?

No

## Course Requisites

### Required

Prerequisites

Corequisites

Prerequisites or Corequisites

### Recommended

---

Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

---

Required

Acceptance into Limited Energy Apprenticeship program

Recommended

Is Student Petition required?

Yes

Show course in

Do Not Print in Schedule

Schedule

Hide course in catalog

No

When do you plan to offer this course?

Not Offered Every Term

Will this class use library resources?

No

## Course Certifications

---

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

---

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

---

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	calculate problems using Ohm's Law, Kershov's Law and trigonometry to solve limited energy installation and repair requirements;
2	calculate voltage drop, and horsepower to amperage;
3	interpret and apply pertinent ADA laws to properly place and install limited energy equipment to meet accessibility requirements.

Major Topic Outline

1. Intro & Orientation to ADA and NEC. 2. Tab National Electrical Code. 3. NEC updates as required by OAR. 4. Tables Oregon Specialty. 5. Administrative Rules. 6. Oregon Revised Statutes (ORS).

## 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: 142

[Preview Bridge](#)



# Course Change Request

Date Submitted: 10/30/25 2:42 pm

Viewing: **APR-223LM : Instrumentation & Controls**

Last approved: 06/08/23 5:13 am

Last edit: 12/08/25 11:54 am

Changes proposed by: Madison Sheets (madison.sheets)

Catalog Pages  
referencing this  
course  
[Apprenticeship \(APR\)](#)  
[Electrician Apprenticeship Technologies, AAS](#)

Programs  
referencing this  
course  
[AAS.ELECTRICIANLME: Electrician Apprenticeship Technologies \(LME\)](#)

Credits/Hours/Instructional Method Change

## In Workflow

- Curriculum Office
- DTPS Curriculum Committee Outline Review Team
- Curriculum Office
- Curriculum Committee Approval
- Colleague

## Approval Path

- 10/30/25 2:44 pm  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
- 01/23/26 1:47 pm  
Erin Gravelle (erin.gravelle):  
Approved for DTPS Curriculum Committee Outline Review Team

## History

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

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

Kari.Nixon@clackamas.edu

Course Prefix          APR - Apprenticeship

Course Number          223LM

Department          Apprenticeship

Division          Technology, Applied Science and Public  
Services (TAPS)

Course Title          Instrumentation & Controls

### 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

Lec/Lab          66.00

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community  
Education/Drivers  
Ed

Community  
Education/Adult

Total 66

Proposed Effective Term Spring 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

Course instruction covers areas of process measurement, control and data acquisition.  
Common sensors and actuators and their applications are also presented.

Type of Course (ACTI Code)

230 - Career Technical Apprenticeship

Can this course be repeated for credit in a degree?

No

## Course Requisites

### Required

Prerequisites

Corequisites

Prerequisites or Corequisites

### Recommended

Prerequisites

APR-130LM

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

---

Required

Recommended

Is Student Petition required?

No

Show course in  
Schedule

Do Not Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Winter

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

## Course Certifications

---

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

---

Equivalent Active Courses

IMT-223 - Instrumentation & Controls

Equivalent Inactive Courses

## Student Learning Outcomes

---

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	describe the ranges of common sensors and actuators that are used for environmental measurement and process control;
2	select and implement sensors for a variety of measurement applications including, temperature, position, angular velocity, strain, and pressure;
3	implement actuators such as motors, valves and heaters to perform process control tasks;
4	interpret process measurement and control for an industrial or environmental application.

Major Topic Outline

1. Process control and measurement overview 2. Piping and instrumentation diagrams 3. Temperature sensors: infrared and thermometers 4. Pressure measurement and instruments 5. Position, proximity, encoding, and measurement 6. Signal transmission, current loops, and interference 7. Controllers 8. Valves 9. Actuators and positioners

## 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

# Course Change Request

Date Submitted: 10/30/25 12:22 pm

Viewing: **APR-227PB : Plumbing Gas Venting & Drains**

Last approved: 04/02/24 3:15 am

Last edit: 12/08/25 11:55 am

Changes proposed by: Madison Sheets (madison.sheets)

Catalog Pages  
referencing this  
course

[Apprenticeship \(APR\)](#)  
[Construction Trades, General Apprenticeship, AAS](#)  
[Construction Trades, General Apprenticeship, Certificate](#)

Programs  
referencing this  
course

[AAS.CONSTRUCTPB: Construction Trades, General Apprenticeship \(PB\)](#)  
[CC.CONSTRUCTPB: Construction Trades, General Apprenticeship \(PB\)](#)

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. 10/30/25 12:28 pm  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
2. 01/23/26 1:43 pm  
Erin Gravelle (erin.gravelle):  
Approved for DTPS Curriculum Committee Outline Review Team

## History

1. Feb 21, 2024 by  
Megan Feagles (megan.feagles)
2. Apr 2, 2024 by  
Megan Feagles (megan.feagles)

## Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

Kari.Nixon@clackamas.edu

Course Prefix      APR - Apprenticeship

Course Number      227PB

Department      Apprenticeship

Division      Technology, Applied Science and Public  
Services (TAPS)

Course Title      Plumbing Gas Venting & Drains

### 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.

## Course Description

Introduces apprentices to the basic venting of gas appliances, mathematics to calculate offsets for plumbing systems, and cylindrical & rectangular tanks; storm drain systems and isometric drawings. Required: Student Petition.

Type of Course (ACTI Code)

230 - Career Technical Apprenticeship

Can this course be repeated for credit in a degree?

No

## Course Requisites

### Required

Prerequisites

APR-217PB

Corequisites

Prerequisites or Corequisites

### Recommended

---

Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

---

Required

Recommended

Is Student Petition required?

Yes

Show course in

Do Not Print in Schedule

Schedule

Hide course in catalog

No

When do you plan to offer this course?

Not Offered Every Term

Will this class use library resources?

No

## Course Certifications

---

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

---

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

---

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	calculate size and install venting materials to meet local code requirements;
2	calculate offsets, tank capacities, and ratios;
3	size and install storm drainage to meet needs and local code requirements;
4	apply understanding of conduction, convection and radiation heat transfer to provide proper insulation.

Major Topic Outline

1. Venting of gas appliances. 2. Mathematics of offsets. 3. Capacities, volumes, ratio pipe capacities. 4. Storm drainage. 5. Thermal expansion. 6. Isometric drawings and practice. 7. Heat transfer through conduction. 8. Radiant floor systems.

## Green Course Management

---

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Reviewer Comments

Key: 145

[Preview Bridge](#)

# Course Change Request

Date Submitted: 01/06/26 4:34 pm

Viewing: **APR-237PB : Plumbing Water Heater & Circuit Controls**

Last approved: 04/02/24 3:15 am

Last edit: 01/07/26 6:34 am

Changes proposed by: Madison Sheets (madison.sheets)

Catalog Pages  
referencing this  
course

[Apprenticeship \(APR\)](#)  
[Construction Trades, General Apprenticeship, AAS](#)  
[Construction Trades, General Apprenticeship, Certificate](#)

Programs  
referencing this  
course

[AAS.CONSTRUCTPB: Construction Trades, General Apprenticeship \(PB\)](#)  
[CC.CONSTRUCTPB: Construction Trades, General Apprenticeship \(PB\)](#)

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. 10/30/25 12:29 pm  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
2. 11/10/25 11:11 am  
Erin Gravelle (erin.gravelle):  
Rollback to Curriculum Office for DTPS Curriculum Committee Outline Review Team
3. 11/10/25 11:11 am  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
4. 11/10/25 3:09 pm  
Erin Gravelle (erin.gravelle):  
Rollback to Initiator
5. 01/07/26 6:34 am  
Megan Feagles

(megan.feagles):

Approved for  
Curriculum Office

6. 01/23/26 1:33 pm

Erin Gravelle

(erin.gravelle):

Approved for DTPS  
Curriculum

Committee Outline

Review Team

## History

1. Feb 21, 2024 by

Megan Feagles

(megan.feagles)

2. Apr 2, 2024 by

Megan Feagles

(megan.feagles)

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

Kari.Nixon@clackamas.edu

Course Prefix      APR - Apprenticeship

Course Number      237PB

Department      Apprenticeship

Division      Technology, Applied Science and Public  
Services (TAPS)

Course Title      Plumbing Water Heater & Circuit Controls

## Grading

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

**Contact hours**

Lecture	33.00
Lec/Lab	
Lab	
Activity	
Clinical	
Field	
CWE Seminar	
CPR	
Seminar	
Community Education/Drivers Ed	
Community Education/Adult	
Total	33
Proposed Effective Term	Spring 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

Plumbing concepts relative to energy, temperature, and heat transfer via conduction, convection, and radiation in gas, oil, electric and solar water heaters. Included are water treatment, basic motors & controls, circuit protection, and troubleshooting. Blueprint reading segment covers specifications, floor, site, structural, plumbing, electrical and HVAC plans. Required: Student Petition.

Type of Course (ACTI Code)

230 - Career Technical Apprenticeship

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

APR-227PB

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites



Required

Recommended

Is Student Petition required?

Yes

Show course in  
Schedule

Do Not Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Not Offered Every Term

Will this class use library resources?

No

## Course Certifications

---

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

---

Equivalent Active Courses

Equivalent Inactive Courses

# Student Learning Outcomes

## Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	<u>apply principles of heat transfer to plumbing systems, including water heating applications using gas, oil, electric, and solar sources;</u> <del>describe and apply the science of heat transfer to plumbing trade applications;</del>
2	<u>apply mathematical calculations to solve common plumbing system and installation problems;</u> <del>apply math skills to solve plumbing related issues;</del>
3	<u>explain water treatment processes and their role in plumbing and related water systems;</u> <del>understand the process by which gas, oil, electric and solar heat applies to water heating;</del>
4	<u>troubleshoot motor and control system issues related to plumbing fixtures using safe and systematic procedures;</u> <del>understand the water treatment process;</del>
5	<u>interpret blueprints and specifications to extract information needed for plumbing installation and system layout.</u> <del>safely and logically troubleshoot motor &amp; control issues relative to plumbing fixtures;</del>
6	<del>read a full set of blueprints to glean needed information for plumbing installation.</del>

## Major Topic Outline

1. Storm drains. 2. Related water systems. 3. Filters, softeners, fire sprinklers. 4. Review new code changes, week 1-5 review. 5. Electricity. 6. Blueprint reading and specifications.

## 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

**Erin Gravelle (erin.gravelle) (11/10/25 11:11 am):** Rollback: Understand isn't an actionable SLO. Please refer to curriculum committee guidance on writing SLO's that I sent you and let me know if you have any questions.

**Erin Gravelle (erin.gravelle) (11/10/25 3:09 pm):** Rollback: Understand isn't an actionable SLO. Please refer to curriculum committee guidance on writing SLO's that I sent you and let me know if you have any questions.

Key: 163

[Preview Bridge](#)

# Course Change Request

Date Submitted: 11/05/25 1:07 pm

Viewing: **APR-247PB : Advanced Plumbing Code I**

Last approved: 04/02/24 3:15 am

Last edit: 12/08/25 11:55 am

Changes proposed by: Madison Sheets (madison.sheets)

Catalog Pages  
referencing this  
course

- [Apprenticeship \(APR\)](#)
- [Construction Trades, General Apprenticeship, AAS](#)
- [Construction Trades, General Apprenticeship, Certificate](#)

Programs  
referencing this  
course

- [AAS.CONSTRUCTPB: Construction Trades, General Apprenticeship \(PB\)](#)
- [CC.CONSTRUCTPB: Construction Trades, General Apprenticeship \(PB\)](#)

Credits/Hours/Instructional Method Change

## In Workflow

- Curriculum Office
- DTPS Curriculum Committee Outline Review Team
- Curriculum Office
- Curriculum Committee Approval
- Colleague

## Approval Path

- 10/30/25 2:50 pm  
Megan Feagles (megan.feagles):  
Rollback to Initiator
- 11/05/25 1:08 pm  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
- 01/15/26 11:52 am  
Erin Gravelle (erin.gravelle):  
Approved for DTPS Curriculum Committee Outline Review Team

## History

- Feb 21, 2024 by Megan Feagles (megan.feagles)
- Apr 2, 2024 by Megan Feagles

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

Kari.Nixon@clackamas.edu

Course Prefix          APR - Apprenticeship

Course Number          247PB

Department          Apprenticeship

Division          Technology, Applied Science and Public  
Services (TAPS)

Course Title          Advanced Plumbing Code I

### Grading

Grade Scheme          Standard (STND)

Credit Type          Credit Course

Allow Pass/No Pass    Yes

Only Pass/No Pass    No

Audit          Yes

Min Credit          3.00

Variable Credit          No

### Contact hours

Lecture          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 is designed to prepare the apprentice for the plumbing journeyman exam. It introduces the Uniform Plumbing Code and covers additional plumbing laws and rules. The student will work with the plumbing code book to learn definitions and general regulations, acceptable methods and materials for plumbing installations and will prepare for the State plumbing examination. Required: Student Petition.

Type of Course (ACTI Code)

230 - Career Technical Apprenticeship

Can this course be repeated for credit in a degree?

No

## Course Requisites

Required

Prerequisites

Corequisites

Prerequisites or Corequisites

### Recommended

---

Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

---

Required

Successful completion of 1st, 2nd, and 3rd years of Plumbing related training

Recommended

Is Student Petition required?

Yes

Show course in  
Schedule

Do Not Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Not Offered Every Term

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

## Course Certifications

---

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

---

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

---

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	identify the plumbing codes;
2	explain plumbing and code definitions;
3	explain plumbing theory and design;
4	use proper materials and processes for fixtures, water heaters and water piping systems.

Major Topic Outline



1. Administrative rules. 2. General Regulations. 3. Fixtures. 4. Water Heaters. 5. Water Piping. 6. Plumbing Laws and Statues. 7. Plumbing Administrative Rules. 8. Preparation for State Exam.

## 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

# Course Change Request

Date Submitted: 01/15/26 12:20 pm

Viewing: **APR-257PB : Advanced Plumbing Code II**

Last approved: 04/02/24 3:15 am

Last edit: 01/27/26 6:49 am

Changes proposed by: Madison Sheets (madison.sheets)

Catalog Pages  
referencing this  
course

- [Apprenticeship \(APR\)](#)
- [Construction Trades, General Apprenticeship, AAS](#)
- [Construction Trades, General Apprenticeship, Certificate](#)

Programs  
referencing this  
course

- [AAS.CONSTRUCTPB: Construction Trades, General Apprenticeship \(PB\)](#)
- [CC.CONSTRUCTPB: Construction Trades, General Apprenticeship \(PB\)](#)

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. 10/30/25 12:30 pm  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
2. 01/15/26 11:50 am  
Erin Gravelle (erin.gravelle):  
Rollback to Initiator
3. 01/16/26 9:35 am  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
4. 01/23/26 1:31 pm  
Erin Gravelle (erin.gravelle):  
Approved for DTPS Curriculum Committee Outline Review Team

## History

1. Feb 21, 2024 by  
Megan Feagles  
(megan.feagles)
2. Apr 2, 2024 by  
Megan Feagles  
(megan.feagles)

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

Kari.Nixon@clackamas.edu

Course Prefix      APR - Apprenticeship

Course Number      257PB

Department      Apprenticeship

Division      Technology, Applied Science and Public  
Services (TAPS)

Course Title      Advanced Plumbing Code II

### Grading

---

Grade Scheme      Standard (STND)

Credit Type      Credit Course

Allow Pass/No Pass      Yes

Only Pass/No Pass      No

Audit      Yes

Min Credit      3.00

Variable Credit      No

### Contact hours

---

Lecture 33.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 33

Proposed Effective 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 is designed to prepare the apprentice for the plumbing journeyman exam. It is a continuation of [APR-247PB, Advanced Plumbing Code I](#), and covers additional plumbing codes, analysis of definitions, plumbing theory and design, and vents, traps, and storm drain systems. Medical Gas installation will be reviewed. Required: Student Petition.

## Type of Course (ACTI Code)

230 - Career Technical Apprenticeship

Can this course be repeated for credit in a degree?

No

# Course Requisites

---

## Required

---

Prerequisites  
APR-247PB

Corequisites

Prerequisites or Corequisites

## Recommended

---

Prerequisites

Corequisites

Prerequisites or Corequisites

# Non-Course Requisites

---

Required

Recommended

Is Student Petition required?  
Yes

Show course in  
Schedule

Do Not Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Not Offered Every Term

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

## Course Certifications

---

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

---

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

---

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	<u>identify and interpret applicable plumbing codes relevant to plumbing system design and installation;</u> <del>identify the plumbing codes;</del>
2	explain plumbing <u>terminology, definitions,</u> and code <u>requirements used in professional practice;</u> <del>definitions;</del>

	Upon successful completion of this course, students should be able to:
3	<u>apply plumbing theory and design principles to drainage, waste, and vent systems;</u> <del>explain plumbing theory and design;</del>
4	<u>apply installation standards, materials, and processes for code-compliant plumbing systems, including vents, traps, storm drains, and medical gas systems.</u> <del>use proper materials and processes for vents, traps and storm drains and medical gas.</del>

### Major Topic Outline

1. Plumbing Codes and Regulations 2. Plumbing Terminology and Code Definitions 3. Plumbing Theory and System Design 4. Drainage and Waste Systems 5. Vent and Trap Systems 6. Plumbing Installation Standards 7. Specialized Systems ~~1. Sewers. 2. Indirect Waste. 3. Vents. 4. Traps. 5. Installation Standards 1-9. 6. Installation Standards 10-26. 7. Medical Gas.~~

## 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

**Erin Gravelle (erin.gravelle) (01/15/26 11:50 am):** Rollback: It's not clear if the Installation Major Topic Outline is covered by the SLO's. Please clarify. Thanks!

# Course Change Request

Date Submitted: 11/05/25 1:06 pm

Viewing: **APR-276PB : Plumbing Review I**

Last approved: 04/02/24 3:15 am

Last edit: 12/08/25 11:55 am

Changes proposed by: Madison Sheets (madison.sheets)

Catalog Pages  
referencing this  
course

[Apprenticeship \(APR\).](#)  
[Construction Trades, General Apprenticeship, AAS](#)

Programs  
referencing this  
course

[AAS.CONSTRUCTPB: Construction Trades, General Apprenticeship \(PB\)](#)

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. 10/30/25 2:50 pm  
Megan Feagles (megan.feagles):  
Rollback to Initiator
2. 11/05/25 1:09 pm  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
3. 01/15/26 11:36 am  
Erin Gravelle (erin.gravelle):  
Approved for DTPS Curriculum Committee Outline Review Team

## History

1. Feb 21, 2024 by  
Megan Feagles (megan.feagles)
2. Apr 2, 2024 by  
Megan Feagles



Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

Kari.Nixon@clackamas.edu

Course Prefix      APR - Apprenticeship

Course Number      276PB

Department      Apprenticeship

Division      Technology, Applied Science and Public  
Services (TAPS)

Course Title      Plumbing Review I

### Grading

Grade Scheme      Standard (STND)

Credit Type      Credit Course

Allow Pass/No Pass      No

Audit      Yes

Min Credit      3.00

Variable Credit      No

### Contact hours

Lecture      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 is designed to prepare the apprentice for the plumbing journeyman exam. It is the first of three Advanced Plumbing Code classes and covers additional plumbing codes, analysis of definitions, plumbing theory and design, advanced preparation for the State Journeyman's Plumbers exam and overview of the entire code book. Required: Student Petition.

Type of Course (ACTI Code)

230 - Career Technical Apprenticeship

Can this course be repeated for credit in a degree?

No

## Course Requisites

### Required

Prerequisites

Corequisites

Prerequisites or Corequisites

### Recommended

---

Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

---

Required

Successful completion of 1st, 2nd, and 3rd years of Plumbing related training

Recommended

Is Student Petition required?

Yes

Show course in  
Schedule

Do Not Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Not Offered Every Term

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

## Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	identify the OSPSC plumbing code;
2	identify and utilize plumbing math concepts and functions;
3	explain ADA requirements.

Major Topic Outline

1. Review Plumbing Code chapters. 2. Review Isometric Drawing. 3. Review Mathematics. 4. Review Safety. 5. Review Administrative Rules, Laws, Regulations. 6. Review Plumbing Science. 7. Review ADA requirements.

## 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: 173

[Preview Bridge](#)

# Course Change Request

Date Submitted: 10/30/25 12:24 pm

Viewing: **APR-277PB : Plumbing Review II**

Last approved: 04/02/24 3:15 am

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

Changes proposed by: Madison Sheets (madison.sheets)

Catalog Pages  
referencing this  
course

[Apprenticeship \(APR\).](#)  
[Construction Trades, General Apprenticeship, AAS](#)

Programs  
referencing this  
course

[AAS.CONSTRUCTPB: Construction Trades, General Apprenticeship \(PB\)](#)

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. 10/30/25 12:31 pm  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
2. 01/15/26 11:35 am  
Erin Gravelle (erin.gravelle):  
Approved for DTPS Curriculum Committee Outline Review Team

## History

1. Feb 21, 2024 by  
Megan Feagles (megan.feagles)
2. Apr 2, 2024 by  
Megan Feagles (megan.feagles)

## Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

Kari.Nixon@clackamas.edu

Course Prefix      APR - Apprenticeship

Course Number      277PB

Department      Apprenticeship

Division      Technology, Applied Science and Public  
Services (TAPS)

Course Title      Plumbing Review II

### Grading

---

Grade Scheme      Standard (STND)

Credit Type      Credit Course

Allow Pass/No Pass      No

Audit      Yes

Min Credit      3.00

Variable Credit      No

### Contact hours

---

Lecture      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 is the second of three classes designed to provide the fourth year apprentice with a computer-assisted overview of previous courses and an opportunity to explore advanced plumbing topics. Required: Student Petition.

Type of Course (ACTI Code)

230 - Career Technical Apprenticeship

Can this course be repeated for credit in a degree?

No

## Course Requisites

### Required

Prerequisites

APR-267PB

Corequisites



Prerequisites or Corequisites

### Recommended

---

Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

---

Required

Recommended

Is Student Petition required?

Yes

Show course in

Schedule

Do Not Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Not Offered Every Term

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

# Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

# Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

# Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	identify the OSPSC plumbing code;
2	identify and utilize plumbing math concepts and functions;
3	explain ADA requirements.

Major Topic Outline

1. Review Plumbing Code chapters. 2. Review Isometric Drawing. 3. Review Mathematics. 4. Review Safety. 5. Review Administrative Rules, Laws, Regulations. 6. Review Plumbing Science. 7. Review ADA requirements.

# 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: 174

[Preview Bridge](#)

# Course Change Request

Date Submitted: 10/30/25 12:24 pm

Viewing: **APR-287PB : Plumbing Review III**

Last approved: 04/02/24 3:15 am

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

Changes proposed by: Madison Sheets (madison.sheets)

Catalog Pages  
referencing this  
course

[Apprenticeship \(APR\).](#)  
[Construction Trades, General Apprenticeship, AAS](#)

Programs  
referencing this  
course

[AAS.CONSTRUCTPB: Construction Trades, General Apprenticeship \(PB\)](#)

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. 10/30/25 12:31 pm  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
2. 01/15/26 11:34 am  
Erin Gravelle (erin.gravelle):  
Approved for DTPS Curriculum Committee Outline Review Team

## History

1. Feb 21, 2024 by  
Megan Feagles (megan.feagles)
2. Apr 2, 2024 by  
Megan Feagles (megan.feagles)

## Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

Kari.Nixon@clackamas.edu

Course Prefix      APR - Apprenticeship

Course Number      287PB

Department      Apprenticeship

Division      Technology, Applied Science and Public  
Services (TAPS)

Course Title      Plumbing Review III

### Grading

---

Grade Scheme      Standard (STND)

Credit Type      Credit Course

Allow Pass/No Pass      No

Audit      Yes

Min Credit      3.00

Variable Credit      No

### Contact hours

---

Lecture      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 is the last of three classes designed to provide the fourth year apprentice with a computer-assisted overview of previous courses and an opportunity to explore advanced plumbing topics. Required: Student Petition.

Type of Course (ACTI Code)

230 - Career Technical Apprenticeship

Can this course be repeated for credit in a degree?

No

## Course Requisites

### Required

Prerequisites

APR-277PB

Corequisites

Prerequisites or Corequisites

### Recommended

---

Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

---

Required

Recommended

Is Student Petition required?

Yes

Show course in

Schedule

Do Not Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Not Offered Every Term

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

## Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	identify the OSPSC plumbing codes;
2	identify and utilize plumbing math concepts and functions;
3	explain ADA requirements.

Major Topic Outline

1. Review Plumbing Code chapters. 2. Review Isometric Drawing. 3. Review Mathematics. 4. Review Safety. 5. Review Administrative Rules, Laws, Regulations. 6. Review Plumbing Science. 7. Review ADA requirements.

## 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: 175

[Preview Bridge](#)

# Course Change Request

Date Submitted: 12/22/25 7:56 am

Viewing: **ART-253 : Ceramics/Intermediate**

Last approved: 02/22/25 5:37 am

Last edit: 12/22/25 8:14 am

Changes proposed by: Nora Brodnicki (norab)

Catalog Pages  
referencing this  
course

- [Architectural Engineering Emphasis, AS - with Oregon State University Art \(ART\)](#)
- [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](#)
- [Music Emphasis, AS - with Portland State University](#)
- [Oregon Transfer Module \(OTM\)](#)

Programs  
referencing this  
course

- [AS.OSUINDENG: AS, Industrial Engineering, OSU](#)
- [AS.OSUBIOLENGR: AS, Biological Engineering, OSU](#)

## In Workflow

- Curriculum Office
- DASC Curriculum Committee Outline Review Team
- Curriculum Office
- Curriculum Committee Approval
- Colleague

## Approval Path

- 12/22/25 8:03 am  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
- 01/14/26 4:05 pm  
Keely Baca (keely.baca):  
Approved for DASC Curriculum Committee Outline Review Team

## History

- Nov 1, 2023 by  
Megan Feagles (megan.feagles)
- Feb 22, 2025 by  
Nora Brodnicki (norab)

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

[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](#)

[AS.OSUCHEMENGR: AS, Chemical Engineering, OSU](#)

[AS.OSUCIVILENGR: AS, Civil Engineering, OSU](#)

[AS.OSUCONENRMGT: 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](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix      ART - Art

Course Number      253

Department      Art

Division      Arts and Sciences

Course Title      Ceramics/Intermediate

## Grading

Grade Scheme      Standard (STND)

Credit Type	Credit Course
Allow Pass/No Pass	Yes
Only Pass/No Pass	No
Audit	Yes
Min Credit	4.00
Variable Credit	No

**Contact hours**

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

Yes

## Course Description

In this course, students further develop ceramic skills and clay experience to foster artistic growth. Students explore and develop different methods of working with clay, including pinching, coiling, slab construction, and throwing on the wheel and refine glazing and firing methods. Students research the history of ceramics and its connection to culture and society.

## Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Elective Only

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

## Course Requisites

---

### Required

---

Prerequisites

ART-250, ~~ART-251~~, or ART-252, or Student Petition

Corequisites

Prerequisites or Corequisites

### Recommended

---

Prerequisites

Corequisites

## Prerequisites or Corequisites

### Non-Course Requisites

---

Required

Recommended

Is Student Petition required?

No

Show course in

Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall/Winter/Spring

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

### Course Certifications

---

Is this a Related Instruction course?

No

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

Yes

General Education Outcome(s)

Arts & Letters

## Equivalent Courses

---

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

---

Student Learning Outcomes

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

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

---

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

### WR: Writing Outcomes

---

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

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

Demonstrate appropriate reasoning in response to complex issues.

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

---

Engage in ethical communication processes that accomplish goals.

Respond to the needs of diverse audiences and contexts.

Build and manage relationships.

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

---

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

S

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

S

## **Outcome Assessment Strategies**

---

Outcomes Assessment Strategies

Pre-Post Assessment

Projects

Major Topic Outline

1. Make ceramic works using pinch, coil, slab and thrown methods 2. Load kilns, glaze, and clean up. 3. Design and aesthetics: uses of material, design and aesthetic critiques. 4. Historical study of ceramics using books and/ or internet sources. 5. Development of creative processes through projects; reinforced by verbal and written information 6. Technical information: clay, glazes, materials, and firing methods.

## **Green Course Management**

---

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

Increased Energy Efficiency



No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

## Course Transferability

---

OUS school to which the course will transfer

EOU - Eastern Oregon University

Comparable  
course(s)

EOU= ART 270

How does it transfer?

general elective  
required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

I checked websites for comparable courses

---

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable

course(s)

SOU= ART 255

How does it transfer?

general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

I checked websites for comparable courses

---

OUS school to which the course will transfer

UO - University of Oregon

Comparable

course(s)

U of O= ARTC 255

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

I checked websites for comparable courses

---

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable

course(s)

WOU= A 255/ A 256

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

I checked websites for comparable courses

---

Please attach documentation

Reviewer Comments

# Course Change Request

Date Submitted: 01/13/26 4:09 pm

Viewing: **BA-250 : Small Business Management**

Last approved: 04/16/24 3:20 am

Last edit: 01/27/26 8:41 am

Changes proposed by: Joshua Aman (josh.aman)

Catalog Pages  
referencing this  
course

- [Business Administration \(BA\)](#)
- [Business, AAS](#)
- [Front-End Web Development, Certificate](#)
- [Full-Stack Web Development, AAS](#)
- [Music Technology, AAS](#)

Programs  
referencing this  
course

- [AAS.FULLSTACK: Full-Stack Web Development](#)
- [CC.FRONTENDDEV: Front-End Web Development](#)
- [AAS.MUSICTECH: Music Technology](#)
- [AAS.BUSINESS: Business](#)

Credits/Hours/Instructional Method Change

## In Workflow

- Curriculum Office
- DASC Curriculum Committee Outline Review Team
- Curriculum Office
- Curriculum Committee Approval
- Colleague

## Approval Path

- 01/13/26 2:19 pm  
Megan Feagles (megan.feagles): Rollback to Initiator
- 01/13/26 4:15 pm  
Megan Feagles (megan.feagles): Approved for Curriculum Office
- 01/15/26 8:13 am  
Kerrie Hughes (kerrieh): Approved for DASC Curriculum Committee Outline Review Team
- 01/16/26 9:41 am  
Megan Feagles (megan.feagles): Approved for Curriculum Office

## History

1. Nov 7, 2023 by  
Megan Feagles  
(megan.feagles)
2. Apr 16, 2024 by  
Megan Feagles  
(megan.feagles)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix BA - Business Administration

Course Number 250

Department Business

Division Arts and Sciences

Course Title Small Business Management

### Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit No

Min Credit 4.00

Variable Credit No

### Contact hours

Lecture 44.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 44

Proposed Effective 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

Focuses on entrepreneurship and small business management from business concept development to new business launch and key steps in between. Students integrate knowledge and skills from prior business coursework to create a substantive business plan or other projects that reinforce essential entrepreneurship and small business management concepts that are associated with this course. Students should take this course in the final year of their academic program(s).

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Elective Only

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

## Course Requisites

---

### Required

---

Prerequisites

~~BA-101Z~~, BA-119, ~~BA-131~~, BA-206, BA-211Z, ~~BA-213Z~~, BA-223, BA-224, and WR-121Z. Student Petition required for non-Business AAS students

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

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	explain the entrepreneurial concept and discuss its role in businesses;
2	identify strategies to create market advantages and opportunities for small business;



	Upon successful completion of this course, students should be able to:
3	apply the strategic process to a small business application including internal and external environmental analysis, goal setting, and tactical implementation;
4	develop a plan for a small business;
5	perform basic financial analyses for a small business.

### Major Topic Outline

1. Entrepreneurial Integrity & Ethics. 2. Getting Started. 3. Franchises and Buyouts. 4. Family Businesses. 5. The Business Plan. 6. The Marketing Plan. 7. The Organizational Plan. 8. The Location Plan. 9. Financial Statements 10. Forecasting Financial Requirements. 11. Sources of Financing. 12. Customer Relationships. 13. Product and Supply Chain Management. 14. Pricing and Credit Decisions. 16. Promotional Planning. 17. Global Marketing. 18. Managing Human Resources. 19. Managing Operations. 20. Managing Assests. 21. Managing Risk.

## Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

## Course Transferability

OUS school to which the course will transfer

OSU - Oregon State University ~~OT - Oregon~~  
~~Institute of Technology~~

Comparable

course(s)

[BA260 Foundations of the Entrepreneurial Mindset at Oregon State University](#) ~~BA260~~

~~Introduction to Entrepreneurship at Oregon State University~~ ~~BA260 Introduction to Entrepreneurship at Eastern Oregon University~~

How does it transfer?

general elective

Evidence of transferability

[Other. Please explain.](#)

Explanation of other evidence of transferability

[Searched OSU Catalog Course descriptions](#)

---

OUS school to which the course will transfer

[EOU - Eastern Oregon University](#)

Comparable

course(s)

[BA 260 Intro to Entrepreneurship](#)

How does it transfer?

[general elective](#)

Evidence of transferability

[Other. Please explain.](#)

Explanation of other evidence of transferability

[Searched OSU Catalog Course descriptions](#)

---

Please attach documentation

## Reviewer Comments

**Megan Feagles (megan.feagles) (01/13/26 2:19 pm):** Rollback: Lower Division Collegiate courses must transfer to at least 2 oregon colleges. Please fill out the course transferability section to include at least one more college.

Key: 310

[Preview Bridge](#)

# Course Change Request

Date Submitted: 01/06/26 10:21 am

Viewing: **CJA-214 : Intimate Partner Violence**

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

Last edit: 01/06/26 10:21 am

Changes proposed by: Tim Musgrave (tim.musgrave)

Catalog Pages  
referencing this  
course

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

[Criminal Justice, AAS](#)

[Human Services Generalist, AAS](#)

Programs  
referencing this  
course

[AAS.CRIMJUSTICE: Criminal Justice](#)

[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. 01/07/26 7:39 am  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
2. 01/15/26 11:40 am  
Erin Gravelle (erin.gravelle):  
Approved for DTPS Curriculum Committee Outline Review Team

## History

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

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix CJA - Criminal Justice

Course Number 214

Department Education, Human Services and Criminal Justice

Division Technology, Applied Science and Public Services (TAPS)

Course Title Intimate Partner Violence

### 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 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

This course will analyze the historical, social, legal, and psychological aspects of Intimate Partner Violence. Includes definitions of the problem, demographics, survivors, perpetrators, children who witness, strategies and tactics of abuse and survival, and core strategies for legal intervention.

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

~~CJA-203~~ or HS-100

Corequisites

Prerequisites or Corequisites

**Recommended**

---

Prerequisites

Corequisites

Prerequisites or Corequisites

**Non-Course Requisites**

---

Required

Recommended

Is Student Petition required?

No

Show course in      Print in Schedule  
Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall

Will this class use library resources?

No

## Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

Social Sciences

## Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	analyze the historical, cultural and social research regarding Intimate Partner Violence (IPV);
2	demonstrate familiarity with the theories related to family violence;
3	examine the effects of IPV within diverse populations;
4	identify the psychological impact of IPV on adults and children;
5	analyze and discuss the Oregon State Statutes utilized in the prosecution of IPV;
6	describe the basic roles and responsibilities of law enforcement and advocates as it relates to IPV.

## 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.

P

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. History and overview of IPV. 2. Gender roles: privilege and socialization. 3. Nature of the threat; dynamics of power and control. 4. Child, teen, male, gay and lesbian victims of IPV. 5. Abuse of the elderly. 6. Strangulation in IPV cases. 7. Substance abuse and IPV. 8. Sensitivity and competence response to victims of IPV. 9. Shelters and community resources. 10. Oregon State Statutes pertaining to IPV. 11. Role of law enforcement and the court system. 12. Basic investigation techniques. 13. Coordinated community response to IPV.

## 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)

[Applies as part of credit allowance for CCJ electives.](#)

How does it transfer?

[required or support for major](#)

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Internet course check

---

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable

course(s)

Applies toward professional or technical credits

How does it transfer?

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Internet

---

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable

course(s)

Applies for Criminal Justice major or general elective.

How does it transfer?

general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

[Internet](#)

---

Please attach documentation

Reviewer Comments

Key: 429

[Preview Bridge](#)

# Course Change Request

Date Submitted: 01/06/26 10:41 am

Viewing: **CJA-250 : Reporting, Recording & Testifying**

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

Last edit: 01/06/26 10:41 am

Changes proposed by: Tim Musgrave (tim.musgrave)

Catalog Pages  
referencing this  
course

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

[Criminal Justice, AAS](#)

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

[Related Instruction](#)

Programs  
referencing this  
course

[AAS.CRIMJUSTICE: Criminal Justice](#)

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

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. 01/07/26 7:40 am  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
2. 01/15/26 11:38 am  
Erin Gravelle (erin.gravelle):  
Approved for DTPS Curriculum Committee Outline Review Team

## History

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

Are you the Faculty Contact Person?

Yes

Course Prefix CJA - Criminal Justice

Course Number 250

Department Education, Human Services and Criminal Justice

Division Technology, Applied Science and Public Services (TAPS)

Course Title Reporting, Recording & Testifying

### Grading

---

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit No

Min Credit 4.00

Variable Credit No

### Contact hours

---

Lecture 44.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community  
Education/Drivers  
Ed

Community  
Education/Adult

Total 44

Proposed Effective 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

Surveys documentation skills in criminal justice professions. Verbal, nonverbal and written forms of criminal justice related workplace communication are studied and practiced, including communicating with the public, basic interviewing, documentation, courtroom testimony, and report writing.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

[Discipline Studies](#)

[Foundational Requirement](#)

Is this class challengeable?

[Yes](#) ~~No~~

Can this course be repeated for credit in a degree?

No

## Course Requisites

### Required

Prerequisites

WR-121Z with a C or better

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?

Yes

Related Instruction      Human Relations  
Area

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

No

General Education Outcome(s)

# Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

# Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	describe the importance of communication skills in criminal justice professions;
2	define the types of communication and its components in the context of criminal justice;
3	explain the special considerations when communicating with minority communities and vulnerable populations;
4	conduct a basic interview;
5	demonstrate how to testify in court;
6	demonstrate the common types of written communication and reports in law enforcement agencies, the court system, and corrections.

## Major Topic Outline

1. Communicating authority. 2. Interacting with minority communities and vulnerable populations. 3. Dealing with manipulation. 4. Questioning, listening and interviewing skills. 5. Formal and informal documentation. 6. Basic reports in law enforcement agencies, the court system, and corrections. 7. Drafting affidavits and the use of reports in court. 8. Court testimony. 9. Law enforcement and use of technology in communications.

## 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

[SOU - Southern Oregon University](#)

Comparable

course(s)

[Meets the requirement for communication](#)

How does it transfer?

[general education or distribution requirement](#)

[general elective](#)

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Internet

---

OUS school to which the course will transfer

PSU - Portland State University

Comparable  
course(s)

Accepted as division elective for Criminology & Criminal Justice programs.

How does it transfer?

general elective  
required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Internet

---

OUS school to which the course will transfer

EOU - Eastern Oregon University

Comparable  
course(s)

Elective transfer for Criminal Justice or Fire Services Administration programs.

How does it transfer?

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

[Internet](#)

---

Please attach documentation

Reviewer Comments

Key: 435

[Preview Bridge](#)

# Course Change Request

Date Submitted: 01/06/26 10:49 am

Viewing: **CJA-252 : Introduction to Restorative Justice**

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

Last edit: 01/06/26 10:49 am

Changes proposed by: Tim Musgrave (tim.musgrave)

Catalog Pages  
referencing this  
course

- [Criminal Justice \(CJA\)](#)
- [Criminal Justice, Corrections Option, AAS](#)
- [Juvenile Corrections, Certificate](#)

Programs  
referencing this  
course

- [CC.CORRECTIONSJUV: Juvenile Corrections](#)
- [AAS.CORRECTIONS: Criminal Justice AAS, Corrections Option](#)

Credits/Hours/Instructional Method Change

## In Workflow

- Curriculum Office
- DTPS Curriculum Committee Outline Review Team
- Curriculum Office
- Curriculum Committee Approval
- Colleague

## Approval Path

- 01/07/26 7:40 am  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
- 01/15/26 11:24 am  
Erin Gravelle (erin.gravelle):  
Approved for DTPS Curriculum Committee Outline Review Team

## History

- Nov 7, 2023 by  
Megan Feagles (megan.feagles)
- 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 252

Department Education, Human Services and Criminal Justice

Division Technology, Applied Science and Public Services (TAPS)

Course Title Introduction to Restorative Justice

### 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

Provides a critical introduction to restorative justice. Covers fundamental values and principles of restorative justice, and the experience and interests of key stakeholders (victims, offenders, communities, and systems).

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

Corequisites

Prerequisites or Corequisites

**Non-Course Requisites**

---

Required

Recommended

Is Student Petition required?

No

Show course in      Print in Schedule  
Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall

Will this class use library resources?

No



## Course Certifications

---

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

Social Sciences

## Equivalent Courses

---

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

---

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	explain the history, values and principles of restorative justice;
2	distinguish between restorative and retributive frameworks of justice;
3	convey the impact of crime, and the resulting interests and needs, for victims, offenders, and communities;
4	analyze the role of punishment and shame in causing and/or preventing offending behavior;
5	describe the primary models of restorative justice practice;
6	outline the prevalent critical issues of restorative justice;
7	assess the applicability of restorative justice in an existing justice or social system;
8	apply restorative justice to an existing justice or social system.

# 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. Restorative justice history, values and principles. 2. Impact and interests of stakeholders (victim, offender, community) when crime occurs. 3. Impact of punishment and shame on offending behavior. 4. Primary models of restorative justice practice. 5. Critical issues facing restorative justice. 6. Challenges facing restorative justice application within our existing systems (focus on criminal justice and school systems). 7. Application of restorative justice in existing justice and social systems.

## Green Course Management

---

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

## Course Transferability

---

OUS school to which the course will transfer

[PSU - Portland State University](#)

Comparable  
course(s)

[Credit applies as elective for Criminology & Criminal Justice](#)

How does it transfer?

general elective  
required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Internet

---

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable  
course(s)

Transfers as a lower-division Criminal Justice elective.

How does it transfer?

general education or distribution requirement  
general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Internet

---

Please attach documentation

Reviewer Comments

# Course Change Request

Date Submitted: 01/06/26 10:51 am

Viewing: **CJA-270 : Criminal Justice Capstone**

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

Last edit: 01/06/26 10:51 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. 01/07/26 7:41 am  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
2. 01/15/26 11:22 am  
Erin Gravelle (erin.gravelle):  
Approved for DTPS Curriculum Committee Outline Review Team

## History

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

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix CJA - Criminal Justice

Course Number 270

Department Education, Human Services and Criminal Justice

Division Technology, Applied Science and Public Services (TAPS)

Course Title Criminal Justice Capstone

### 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 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

This course applies and assesses the knowledge and skills gained by students who are completing the criminal justice program. Students will complete analyses of second year criminal justice courses, will review program learning outcomes, complete and present an e-portfolio, and take an exit examination.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Foundational Requirement

Is this class challengeable?

Yes No

Can this course be repeated for credit in a degree?

No

## Course Requisites

### Required

Prerequisites

CJA-170

Corequisites

Prerequisites or Corequisites

### Recommended

---

Prerequisites

Corequisites

Prerequisites or Corequisites

### Non-Course Requisites

---

Required

Recommended

Is Student Petition required?

No

Show course in  
Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Spring

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?



No

## Course Certifications

---

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

Social Sciences

## Equivalent Courses

---

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

---

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	review and analyze knowledge and skills gained in second year criminal justice courses;
2	apply concepts contained in program learning outcomes to new materials;
3	develop a presentation in the form of an e-portfolio that demonstrates mastery of program learning outcomes.

## 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

Analysis of courses taken through second year, winter term Review of Program Learning Outcomes Analysis of courses taken second year, spring term E-portfolio development E-portfolio presentation Peregrine Academics examination

## 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)

Capstone courses

How does it transfer?

required or support for major

Evidence of transferability

---

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable

course(s)

Capstone courses

How does it transfer?

required or support for major

Evidence of transferability

---

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable

course(s)

Capstone courses

How does it transfer?

required or support for major

Evidence of transferability

---

Please attach documentation

Reviewer Comments

# Course Change Request

Date Submitted: 12/29/25 11:43 am

Viewing: **DMC-264 : Digital Filmmaking**

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

Last edit: 12/29/25 11:43 am

Changes proposed by: Nora Brodnicki (norab)

Catalog Pages  
referencing this  
course

- [Digital Media Communications \(DMC\)](#)
- [Digital Media Communications, AAS](#)
- [Video Production Technician, Career Pathway Certificate](#)

Programs  
referencing this  
course

- [CC.VIDEOPRODTECH: Video Production Technician](#)
- [AAS.DMC1: Digital Media Communications](#)

Credits/Hours/Instructional Method Change

## In Workflow

- Curriculum Office
- DASC Curriculum Committee Outline Review Team
- Curriculum Office
- Curriculum Committee Approval
- Colleague

## Approval Path

- 12/30/25 7:47 am  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
- 01/15/26 8:11 am  
Kerrie Hughes (kerrieh): Approved for DASC Curriculum Committee Outline Review Team

## History

- Nov 7, 2023 by  
Megan Feagles (megan.feagles)
- Jan 18, 2025 by  
Nora Brodnicki (norab)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix DMC - Digital Media Communications

Course Number 264

Department Art

Division Arts and Sciences

Course Title Digital Filmmaking

### Grading

---

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit Yes

Min Credit 4.00

Variable Credit No

### Contact hours

---

Lecture 33.00

Lec/Lab

Lab 33.00

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community  
Education/Drivers  
Ed

Community  
Education/Adult

Total 66

Proposed Effective 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.

Yes

## Course Description

In this course, students follow the process of translating a written script into a digital film via pre-production, lighting, shooting, and post-video production.

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

~~WRD-090 or placement in WRD-098, WRD-098 or placement in WR-121Z, or Student Petition~~

#### Corequisites

## Prerequisites or Corequisites

### Non-Course Requisites

---

#### Required

#### Recommended

Is Student Petition required?

No

Show course in

Print in Schedule

Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No



# Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

# Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

# Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	critically analyze, revise and break down a script into the key elements for production;
2	demonstrate technical skills of video camera operation and lighting;
3	demonstrate the ability to translate dramatic elements of writing into a dramatic performance;
4	critically analyze and interpret professionally-produced videos and feature films;
5	create with a group a semi-professional short film;
6	apply filmmaking techniques such as cinematography and lighting to filmmaking exercises.

Major Topic Outline

1. Screenwriting revision. 2. Scheduling/preproduction. 3. Script analysis. 4. Translating story to a dramatic performance. 5. Creating semi-professional short films.

## 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

# Course Change Request

Date Submitted: 12/29/25 11:44 am

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

Last approved: 12/07/24 5:10 am

Last edit: 12/29/25 11:44 am

Changes proposed by: Nora Brodnicki (norab)

Catalog Pages  
referencing this  
course

- [Digital Media Communications \(DMC\)](#)
- [Digital Media Communications, AAS](#)

Programs  
referencing this  
course

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

Credits/Hours/Instructional Method Change

## In Workflow

- Curriculum Office
- DASC Curriculum Committee Outline Review Team
- Curriculum Office
- Curriculum Committee Approval
- Colleague

## Approval Path

- 12/30/25 7:49 am  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
- 01/15/26 8:11 am  
Kerrie Hughes (kerrieh): Approved for DASC Curriculum Committee Outline Review Team

## History

- Nov 7, 2023 by  
Megan Feagles (megan.feagles)
- Dec 7, 2024 by Nora Brodnicki (norab)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix DMC - Digital Media Communications

Course Number 265

Department Art

Division Arts and Sciences

Course Title Advanced Digital Filmmaking

### Grading

---

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit Yes

Min Credit 4.00

Variable Credit No

### Contact hours

---

Lecture 33.00

Lec/Lab

Lab 33.00

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community  
Education/Adult

Total 66

Proposed Effective 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.

Yes

## Course Description

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

Type of Course (ACTI Code)

210 - Career Technical Preparatory (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

DMC-264 ~~DMC-104 or Student Petition~~

Corequisites

Prerequisites or Corequisites

### Recommended

---

## Prerequisites

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

## Corequisites

## Prerequisites or Corequisites

## Non-Course Requisites

---

### Required

### Recommended

Is Student Petition required?

No

Show course in  
Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Spring

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

## Course Certifications

---

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

Student Learning Outcomes

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

Major Topic Outline

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

## Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

Reviewer Comments

Key: 533

[Preview Bridge](#)



# Course Change Request

Date Submitted: 01/12/26 2:42 pm

Viewing: **ECE-235ES : Seguridad, Salud, y Nutrición**

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

Last edit: 01/13/26 7:21 am

Changes proposed by: Dawn Hendricks (dawn.hendricks)

Catalog Pages  
referencing this  
course

[Early Childhood Education \(ECE\)](#)

[Educación infantil y estudios familiares, AAS](#)

[Educación infantil y estudios familiares, Certificate](#)

Programs  
referencing this  
course

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

[CC.ECEFSSES: Educación infantil y estudios familiares](#)

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. 01/13/26 7:21 am  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
2. 01/15/26 11:15 am  
Erin Gravelle (erin.gravelle):  
Approved for DTPS Curriculum Committee Outline Review Team

## History

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

Are you the Faculty Contact Person?

Yes

Course Prefix ECE - Early Childhood Education

Course Number 235ES

Department Education, Human Services and Criminal Justice

Division Technology, Applied Science and Public Services (TAPS)

Course Title Seguridad, Salud, y Nutrición

### Grading

---

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass No

Audit No

Min Credit 3.00

Variable Credit No

### Contact hours

---

Lecture 33.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community  
Education/Drivers

Ed

Community  
Education/Adult

Total 33

Proposed Effective Term Spring 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

Este curso explora temas de seguridad, salud y nutrición para niños desde bebés hasta la edad de cinco años. El enfoque incluye la creación de ambientes seguros al interior como el exterior, prácticas para llevar un estilo de vida saludable, cuidado de niños con necesidades especiales médicas, requisitos del programa de alimentos del USDA y pautas estatales sobre los requisitos de seguridad, salud y nutrición.

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      Print in Schedule  
Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall Winter

Will this class use library resources?

No

Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

Equivalent Active Courses

APR-235ECE - Safety, Health and Nutrition

ECE-235 - Safety, Health and Nutrition

Equivalent Inactive Courses

## Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	explicar por qué es importante la salud y el bienestar en la primera infancia;
2	identificar los riesgos comunes que provocan lesiones en los niños;
3	conectar el diseño del aula con la seguridad y la prevención de lesiones;
4	identificar precauciones estándar para prevenir enfermedades;
5	describir algunas condiciones de salud crónicas que puedan tener los niños en programas de cuidado y educación temprana;
6	planificar menús para niños pequeños que cumplan con las pautas del USDA;
7	discutir recomendaciones de actividad física para niños pequeños;
8	crear planes de lecciones para apoyar la experiencia de nutrición y la actividad física.

Major Topic Outline

1. Bienestar infantil y educación en la primera infancia 2. Prevención de lesiones y protección de la seguridad de los niños. 3. Crear ambientes seguros al interior y el exterior 4. Tratamiento de lesiones menores y preparación para emergencias 5. Maltrato infantil 6. Prepararse para la salud y el bienestar 7. Prevención de enfermedades 8. Cuidado de niños con necesidades especiales de salud 9. Bienestar físico y movimiento 10. Nutrición y planificación del menú

## 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

# Course Change Request

Date Submitted: 12/10/25 3:50 pm

Viewing: **EMT-101 : Emergency Medical Technician Part I**

Last approved: 10/18/25 4:54 am

Last edit: 12/11/25 5:16 am

Changes proposed by: Virginia Chambers (virginia.chambers)

Catalog Pages  
referencing this  
course

- [Emergency Medical Technician, Career Pathway Certificate](#)
- [Emergency Medical Technology \(EMT\)](#)
- [Emergency Medical Technology, Certificate](#)
- [Wildland Fire Management, AAS](#)

Programs  
referencing this  
course

- [AAS.WLDLNDMGMT: Wildland Fire Management](#)
- [CC.EMTECH: Emergency Medical Technician](#)
- [CC.EMT: Emergency Medical Technology](#)

Credits/Hours/Instructional Method Change

## In Workflow

- Curriculum Office
- DTPS Curriculum Committee Outline Review Team
- Curriculum Office
- Curriculum Committee Approval
- Colleague

## Approval Path

- 12/11/25 9:38 am  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
- 01/15/26 11:12 am  
Erin Gravelle (erin.gravelle):  
Approved for DTPS Curriculum Committee Outline Review Team

## History

- Nov 5, 2023 by Tana Sawzak (tanaz)
- Oct 18, 2025 by Virginia Chambers (virginia.chambers)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix EMT - Emergency Medical Technology

Course Number 101

Department Health Sciences

Division Technology, Applied Science and Public  
Services (TAPS)

Course Title Emergency Medical Technician Part I

### Grading

---

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass No

Audit Yes

Min Credit 6.00

Variable Credit No

### Contact hours

---

Lecture 48.00

Lec/Lab 24.00

Lab 36.00

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers



Ed

Community

Education/Adult

Total 108

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.

Yes

### Course Description

This course is the first of a two-part series that will prepare students to enter the workforce as an emergency medical service provider. Topics include airway management, patient assessment, and treatment/stabilization for common medical emergencies.

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

WRD-098 with a C or better or placement in WR-121Z. MTH-060 with a C or better or placement in MTH-065. EMT-105 with a C or better

Corequisites

## Prerequisites or Corequisites

### Recommended

---

Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

---

Required

Students must complete the EMT Program application, available on the program webpage.  
Conditionally accepted students are required to attend mandatory orientation and fulfill all  
Oregon Health Authority requirements for students in clinical training before registering for  
courses. Formal acceptance into the program is required for enrollment ~~Acceptance into EMT~~  
~~cohort~~

Recommended

Is Student Petition required?

No

Show course in  
Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall/Winter

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

## Course Certifications

---

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

---

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

---

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	independently conduct a prehospital patient assessment and adapt elements of the scene, primary, secondary, and ongoing assessments to a patient's chief complaint, nature of illness, or mechanism of injury;
2	initiate care that correctly reflects the severity and priorities of the acute patient condition(s) in accordance with accepted prehospital standards of care;
3	perform interventions within the national and Oregon scope of practice without causing uncorrectable risk or harm to a patient;
4	generate a field impression that is logically based on the obvious, acute signs and symptoms presented by the patient and aligns with correct medical knowledge of

	<b>Upon successful completion of this course, students should be able to:</b>
	the condition(s);
5	use clinical knowledge and nationally recognized clinical standards, scope of practice, standing orders, and/or medical direction when examining the risks and benefits of interventions and transport decisions;
6	demonstrate actions regarding patient interventions that reflect the correct indications, precautions, and contraindications outlined in current medical standards and knowledge;
7	actively assess for relevant hazards and safety risks during a patient encounter and communicate findings and take actions to prevent or minimize said risk;
8	identify the need for additional resources or a higher level of care and request assistance in a timely manner;
9	recognize a time-sensitive emergency and initiate steps to activate a regional system of care;
10	demonstrate, implement, and practice the principles of empathy, cultural sensitivity, and responsiveness during interactions with patients and family members in real and simulated situations;
11	demonstrate, implement, and practice therapeutic communication throughout a patient encounter in real and simulated situations;
12	examine their personal barriers to effective communication in their own practice and develop a plan for improvement;
13	contribute to the patient encounter as a team member in ways that benefit the coordination and direction of the tasks required for care and transport;
14	take on leadership responsibilities including the setting and communicating of scene priorities, delegation of tasks, and meaningful engagement with team members when practicing as a team leader;
15	provide a patient hand-off report in a clear and concise fashion when transferring care;
16	document a patient encounter accurately and in line with national and state standards;
17	assess their own strengths, weaknesses, and limits in their knowledge, abilities, and performance as an EMT;
18	set realistic learning goals within the course with success criteria and revise goals and criteria based on reflection and feedback from instructors and students;

	Upon successful completion of this course, students should be able to:
19	demonstrate national, state, and program standards for professional behavior in all learning environments (clinical and classroom);
20	employ the correct ethical and medicolegal principles within the processes of critical thinking when addressing situational, cultural, interpersonal, or treatment-related ethical dilemmas;
21	provide objective observations and constructive feedback to fellow students when evaluating individual and team performance.

### Major Topic Outline

1. The EMS system. 2. EMS Provider role and responsibilities. 3. EMS Provider safety. 4. EMS communication and documentation. 5. Medical-Legal considerations in responding to emergencies. 6. Airway management, positive pressure ventilation, and oxygenation. 7. Patient assessment and care for the medical patient. 8. Pharmacology for the EMT. 9. Cardiac arrest management.

## 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

# Course Change Request

Date Submitted: 06/25/25 9:39 pm

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

Last approved: 03/22/25 4:56 am

Last edit: 12/08/25 11:48 am

Changes proposed by: Guadalupe Martinez (lupem)

Related GenEd:

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

Catalog Pages  
referencing this  
course

[Associate of Arts Oregon Transfer \(AAOT\)](#)  
[Associate of General Studies \(AGS\)](#)  
[Biology \(AST\)](#)  
[Civil Engineering Emphasis, AS - with Portland State University](#)  
[Computer Engineering Emphasis, AS - with Portland State University](#)  
[Computer Science \(AST\)](#)  
[Computer Science Emphasis, AS - with Portland State University](#)  
[Core Transfer Map \(CTM\)](#)  
[Electrical Engineering Emphasis, AS - with Portland State University](#)  
[Electronics Engineering Technology, AAS](#)  
[English AAT](#)  
[Environmental Engineering Emphasis, AS - with Portland State University](#)  
[Ethnic Studies \(ES\)](#)  
[Mechanical Engineering Emphasis, AS - with Portland State University](#)  
[Microelectronics Systems Technology, AAS](#)  
[Oregon Transfer Module \(OTM\)](#)

Programs  
referencing this  
course

[AS.PSUMECHENGR: AS, Mechanical Engineering, PSU](#)  
[AAS.MICROSYSTECH: Microelectronics Systems Technology](#)  
[AS.TBIOLOGY: Biology \(AST\)](#)  
[NA.OTM: Oregon Transfer Module](#)

## In Workflow

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

## Approval Path

1. 06/26/25 6:23 am  
Megan Feagles  
(megan.feagles):  
Approved for  
Curriculum Office
2. 01/21/26 2:58 pm  
Kelly Mercer  
(kelly.mercer):  
Approved for DAFC  
Curriculum  
Committee Outline  
Review Team
3. 01/23/26 10:56 am  
Nora Brodnicki  
(norab): Approved  
for DASC Curriculum  
Committee Outline  
Review Team

## History

[AS.TCOMPSCIESWO, AS.TCOMPSCIOSPSUO: Computer Science \(AST\)](#)  
[NA.CTM: Core Transfer Map](#)  
[AS.PSUCIVILENGR: AS, Civil Engineering, PSU](#)  
[AS.PSUCOMPENGR: AS, Computer Engineering, PSU](#)  
[AS.PSUCOMPSCI: AS, Computer Science, PSU](#)  
[AS.PSUELECTENGR: AS, Electrical Engineering, PSU](#)  
[AAS.ELECTRONENGTECH: Electronics Engineering Technology](#)  
[AA.OREGONTRANSFER: Associate of Arts Oregon Transfer \(AAOT\)](#)  
[AGS.GENERAL: Associate of General Studies](#)  
[AA.TENGLISH: English \(AAT\)](#)  
[AS.PSUENVIRENGR: AS, Environmental Engineering, PSU](#)

- 1. Nov 4, 2023 by Megan Feagles (megan.feagles)
- 2. Mar 29, 2024 by Megan Feagles (megan.feagles)
- 3. Jun 8, 2024 by Megan Feagles (megan.feagles)
- 4. Oct 5, 2024 by Guadalupe Martinez (lupem)
- 5. Mar 22, 2025 by Guadalupe Martinez (lupem)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

	Yes
Course Prefix	ES - Ethnic Studies
Course Number	101
Department	<u>Social Sciences</u> Counseling
Division	<u>Arts and Sciences</u> <del>Academic Foundations and Connections (AFAC)</del>
Course Title	Introduction to Ethnic Studies

Grading

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

Min Credit	4.00
Variable Credit	No

**Contact hours**

Lecture 44.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 44

Proposed Effective 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.

Yes

**Course Description**

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



Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Discipline Studies

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

## Course Requisites

---

### Required

---

Prerequisites

Corequisites

Prerequisites or Corequisites

### Recommended

---

Prerequisites

WRD-098 or placement in WR-121Z

Corequisites

Prerequisites or Corequisites

FYE-101

## Non-Course Requisites

---

Required

Recommended

Is Student Petition required?

No

Show course in  
Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Summer

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?

Yes

General Education Outcome(s)

Social Sciences

## Equivalent Courses

---

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

---

### Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	list and describe the development and use of each of the pan-ethnic labels describing the 4 largest ethnic groups in the U.S, as presented in this class;
2	examine the timeline of the institutionalization of racism in the U.S., including the emergence of race as a human category; (SS1)
3	evaluate the impact of the use of slavery and other exploitative labor systems on the development of the U.S. infrastructure and standards of living in national and global markets; (SS1)
4	summarize and defend contrasting non-traditional narratives from traditional historical perspectives of historically marginalized U.S. racial/ethnic groups; (SS2)
5	identify and critique specific policies and practices that reinforce historical racial systemic oppression in the U.S. justice system, economy, education, and politics, and disprove reverse racism; (SS1)(SS2)
6	identify and describe significant political movements in advancing the rights of racial/ethnic historically marginalized groups. (SS2)

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

---

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

### WR: Writing Outcomes

---

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

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

Demonstrate appropriate reasoning in response to complex issues.

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

---

Engage in ethical communication processes that accomplish goals.

Respond to the needs of diverse audiences and contexts.

Build and manage relationships.

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

---

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

S

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

C

## **Outcome Assessment Strategies**

---

Outcomes Assessment Strategies

General Examination

Journal Writing

Multiple Choice Test

Presentations

Projects

Writing Assignments

Major Topic Outline

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

## **Green Course Management**

---

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

## Course Transferability

---

OUS school to which the course will transfer

OSU - Oregon State University

Comparable  
course(s)

ES 101 (OSU)

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

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

OUS school to which the course will transfer

PSU - Portland State University

Comparable  
course(s)

ES 101 (OSU)

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

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

---

Please attach documentation

Reviewer Comments

Key: 695

[Preview Bridge](#)

# Course Change Request

Date Submitted: 06/25/25 9:41 pm

Viewing: **ES-211 : Introduction to Latino/a/x Studies**

Last approved: 03/22/25 4:56 am

Last edit: 12/08/25 11:48 am

Changes proposed by: Guadalupe Martinez (Iupem)

Related GenEd:

[ES-211: Introduction to Latino/a/x Studies](#)

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](#)

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

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

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

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

[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](#)

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

[Electronics Engineering Technology, AAS](#)

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

[English AAT](#)

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

## In Workflow

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

## Approval Path

1. 06/26/25 6:23 am  
Megan Feagles  
(megan.feagles):  
Approved for  
Curriculum Office
2. 01/21/26 2:58 pm  
Kelly Mercer  
(kelly.mercer):  
Approved for DAFC  
Curriculum  
Committee Outline  
Review Team
3. 01/23/26 10:57 am  
Nora Brodnicki  
(norab): Approved  
for DASC Curriculum  
Committee Outline  
Review Team

## History

[Environmental Engineering Emphasis, AS - with Portland State University](#)  
[Ethnic Studies \(ES\)](#)  
[Industrial Engineering Emphasis, AS - with Oregon State University](#)  
[Mechanical Engineering Emphasis, AS - with Oregon State University](#)  
[Mechanical Engineering Emphasis, AS - with Portland State University](#)  
[Microelectronics Systems Technology, AAS](#)  
[Oregon Transfer Module \(OTM\)](#)

Programs  
referencing this  
course

[AS.OSUINDENG: AS, Industrial Engineering, OSU](#)  
[AS.OSUBIOLENGR: AS, Biological Engineering, OSU](#)  
[AS.OSUSMECHENGR: AS, Mechanical Engineering, OSU](#)  
[AS.PSUMECHENGR: AS, Mechanical Engineering, PSU](#)  
[AAS.MICROSYSTECH: Microelectronics Systems Technology](#)  
[AS.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](#)  
[AS.OSUCHEMENGR: AS, Chemical Engineering, OSU](#)  
[AS.OSUCIVILENGR: AS, Civil Engineering, OSU](#)  
[AS.PSUCIVILENGR: AS, Civil Engineering, PSU](#)  
[AS.PSUCOMPENGR: AS, Computer Engineering, PSU](#)  
[AS.PSUCOMPSCI: AS, Computer Science, PSU](#)  
[AS.OSUCONENRMGT: AS, Construction Engineering Management, OSU](#)  
[AS.OSUECOLENGR: AS, Ecological Engineering, OSU](#)  
[AS.OSUELCOMPENGR: AS, Electrical Engineering, OSU](#)  
[AS.PSUELECTENGR: AS, Electrical Engineering, PSU](#)  
[AAS.ELECTRONENGTECH: Electronics Engineering Technology](#)  
[AA.OREGONTRANSFER: Associate of Arts Oregon Transfer \(AAOT\)](#)  
[AA.OTELEMED: Elementary Education \(AAOT\)](#)  
[AGS.GENERAL: Associate of General Studies](#)  
[AA.TENGLISH: English \(AAT\)](#)  
[AS.OSUENVIRENGR: AS, Environmental Engineering, OSU](#)  
[AS.PSUENVIRENGR: AS, Environmental Engineering, PSU](#)

1. Nov 4, 2023 by  
Megan Feagles  
(megan.feagles)
2. Nov 2, 2024 by  
Guadalupe Martinez  
(lupem)
3. Mar 22, 2025 by  
Guadalupe Martinez  
(lupem)



Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix ES - Ethnic Studies

Course Number 211

Department Social Sciences Counseling

Division Arts and Sciences Academic Foundations and  
Connections (AFAC)

Course Title Introduction to Latino/a/x Studies

### Grading

---

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit No

Min Credit 4.00

Variable Credit No

### Contact hours

---

Lecture 44.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 44

Proposed Effective 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

An introductory course analyzing the historical context of Latinx in the United States (US). Beginning with pre-colonial societies on the American Continent, colonization, and moving to the modern Latinx diaspora. Special attention will be given to particular events that shaped and continue to influence the Latinx experience, such as the Mexican-American War, US expansionism, US immigration policy, the Chicano Movement, US foreign policy in Latin America, and the contemporary discourse regarding Latinx in the US.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Discipline Studies

Foundational Requirement

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

# Course Requisites

---

## Required

---

Prerequisites

Corequisites

Prerequisites or Corequisites

## Recommended

---

Prerequisites

WR-121Z

Corequisites

Prerequisites or Corequisites

# Non-Course Requisites

---

Required

Recommended

Is Student Petition required?

No

No

When do you plan to offer this course?

Fall

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

Yes

## Course Certifications

Is this a Related Instruction course?

No

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

Yes

General Education Outcome(s)

Social Sciences

Cultural Literacy

## Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	identify significant events that shaped the history of the Chican@/x-Latin@/x experience; (SS1)(CL1)

	Upon successful completion of this course, students should be able to:
2	analyze and place in context significant events that shaped the history of the Chican@/x-Latin@/x experience; (SS1)(CL1)
3	analyze political, social, and economic experiences and problems of Chican@/x-Latin@/x peoples as residents and citizens of the United States; (SS2)
4	examine the artistic, economic, political and historical contributions made by Chican@/x-Latin@/x peoples to American life; (SS2)
5	apply course concepts in academic and personal discourse. (SS2)(CL1)

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

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

### WR: Writing Outcomes

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

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

Demonstrate appropriate reasoning in response to complex issues.

### SP: Speech/Oral Communication Outcomes

Engage in ethical communication processes that accomplish goals.

Respond to the needs of diverse audiences and contexts.

Build and manage relationships.

### SS: Social Science Outcomes

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

S

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

S

## Outcome Assessment Strategies

---

Outcomes Assessment Strategies

- General Examination
- Multiple Choice Test
- Projects
- Rubrics
- Writing Assignments

Major Topic Outline

Pre-colonial societies Impact and legacy of Colonialism Race, ethnicity and Latinx pan-ethnic labels US expansionism as a cause of migration The Chicano Movement Latinx branches in the US Contemporary Latinx discourse

## Green Course Management

---

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course      0

## Course Transferability

---

OUS school to which the course will transfer

OSU - Oregon State University

Comparable

course(s)

ES 211 (OSU)

How does it transfer?

general elective

required or support for major

Evidence of transferability

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

---

OUS school to which the course will transfer

PSU - Portland State University

Comparable

course(s)

ChLa 201 (PSU)

How does it transfer?

general education or distribution requirement

required or support for major

Evidence of transferability

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

---

Please attach documentation

Reviewer Comments





# Course Change Request

Date Submitted: 06/13/25 2:32 pm

Viewing: **GEO-280 : Geography/CWE**

Last approved: 03/22/24 3:50 am

Last edit: 12/08/25 11:49 am

Changes proposed by: Derek Lougee (derek.lougee)

Catalog Pages  
referencing this  
course  
[Geography \(GEO\)](#)

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. 06/16/25 7:40 am  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
2. 01/23/26 11:19 am  
Charles Siegfried (csiegfried):  
Approved for DASC Curriculum Committee Outline Review Team

## History

1. Nov 4, 2023 by  
Megan Feagles (megan.feagles)
2. Feb 21, 2024 by  
Megan Feagles (megan.feagles)
3. Mar 22, 2024 by  
Megan Feagles (megan.feagles)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix GEO - Geography

Course Number 280

Department Social Sciences

Division Arts and Sciences

Course Title Geography/CWE

### Grading

---

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit Yes

Min Credit 2.00

Variable Credit Yes

Max Credit 6.00

Variable Credit 1

Increment

### Contact hours

---

Lecture

Lec/Lab

Lab

Activity

Clinical

Field 216.00

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 216

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

Cooperative work experience. Provides students with on-the-job work experience in the field of geography. Required: Student Petition.

Type of Course (ACTI Code)

210 - Career Technical Preparatory (MUST BE  
IN A PROGRAM) ~~100 - Lower Division  
Collegiate~~

Is this class challengeable?

No ~~Yes~~

Can this course be repeated for credit in a degree?

Yes

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

## Course Requisites

**Required**

---

Prerequisites

Corequisites

CWE-281

Prerequisites or Corequisites

**Recommended**

---

Prerequisites

Corequisites

Prerequisites or Corequisites

**Non-Course Requisites**

---

Required

Recommended

Is Student Petition required?

Yes

Show course in  
Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall/Winter/Spring

Will this class use library resources?

No

## Course Certifications

---

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

---

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

---

Student Learning Outcomes

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

Major Topic Outline

1. Orientation and establishment of individual goals/measurable learning outcomes. 2. The job application process. 3. Resume construction and job interview. 4. Human relations on the job. 5. Summary and evaluation of work experience and related assigned readings.

## 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

# Course Change Request

Date Submitted: 12/15/25 3:16 pm

Viewing: **HOR-111 : Horticulture Practicum/Fall**

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

Last edit: 12/15/25 4:24 pm

Changes proposed by: Loretta Mills (lorettam)

Catalog Pages  
referencing this  
course

[Horticulture, AAS](#)

[Horticulture, Certificate](#)

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

[Landscape Management, AAS](#)

[Natural Resources](#)

Programs  
referencing this  
course

[AAS.LANDSCAPEMGMT: Landscape Management](#)

[EFA.NATRESORCES: EFA, Natural Resources](#)

[AAS.HORT1: Horticulture](#)

[CC.HORT: Horticulture](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

## In Workflow

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

## Approval Path

1. 12/16/25 6:40 am  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
2. 01/15/26 11:12 am  
Kerrie Hughes (kerrieh): Approved for DASC Curriculum Committee Outline Review Team

## History

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

No

Faculty Contact

Email

april.chastain@clackamas.edu

Course Prefix

HOR -

Horticulture/Arboriculture/Landscape/Organic  
Farming

Course Number

111

Department

Horticulture

Division

Arts and Sciences

Course Title

Horticulture Practicum/Fall

### Grading

Grade Scheme

Standard (STND)

Credit Type

Credit Course

Allow Pass/No Pass

Yes

Only Pass/No Pass

No

Audit

Yes

Min Credit

2.00

Variable Credit

No

### Contact hours

Lecture

Lec/Lab

44.00

Lab

Activity

Clinical

Field

CWE Seminar

CPR



Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 44

Proposed Effective 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

Practical experience with seasonal horticulture activities in the areas of container nurseries, greenhouses, landscape management, arboriculture, and organic food production.

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

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Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

---

Required

Recommended

Is Student Petition required?

No

Show course in

Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall

Will this class use library resources?

No

## Course Certifications

---

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	demonstrate efficient use and proper maintenance of horticultural tools and equipment;
2	demonstrate safe use of personal protective equipment when working with tools and power equipment;
3	demonstrate skills in industry-standard landscaping, arboriculture, nursery, greenhouse and organic farming practices for the fall season;
4	apply teamwork and communication skills.

Major Topic Outline

1.Use and Maintain Hand Tools a.Tool storage (methods and reasons) b.Proper use of hand tools c.Maintain hand tools through appropriate cleaning, sharpening and lubricating 2.Power Equipment a.Types of equipment used in the greenhouse, nursery and landscape b.Safe operation of power equipment 3.Nursery and Greenhouse Practices a.Methods and applications for overwintering plants b.Seed and cutting propagation c.Efficient methods for potting up container plants 4.Landscape and Arboriculture Practices a.Preparing the landscape for winter b.Preparing the planting site c.Fertilizers d.Pruning e.Transplanting trees, shrubs and

herbaceous plants 5.Organic Farming practices a.Preparing beds for planting b.Planting winter food crops d.Season extension practices 6.Teamwork and Communication a.Participate as effective team members in project assignments and contribute fairly to the task b.Work safely around others c.Interpret written or spoken directions to complete a task d.Clearly and concisely present information to a group e.Track and analyze labor and production rates

## Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

Yes

Clean up Natural Environment

Yes

Supports Green Services

No

Percent of Course 10

Reviewer Comments

# Course Change Request

Date Submitted: 12/19/25 3:28 pm

Viewing: **HOR-140 : Soils**

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

Last edit: 12/19/25 3:28 pm

Changes proposed by: April Chastain (april.chastain)

## Catalog Pages

referencing this  
course

[Horticulture, AAS](#)  
[Horticulture, Certificate](#)  
[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](#)  
[AAS.HORT1: Horticulture](#)  
[CC.HORT: Horticulture](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

## In Workflow

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

## Approval Path

1. 12/22/25 5:07 am  
Megan Feagles  
(megan.feagles):  
Approved for  
Curriculum Office
2. 01/14/26 3:36 pm  
Nora Brodnicki  
(norab): 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)

Are you the Faculty Contact Person?

Yes

Course Prefix

HOR -  
Horticulture/Arboriculture/Landscape/Organic  
Farming

Course Number

140

Department

Horticulture

Division

Arts and Sciences

Course Title

Soils

### Grading

---

Grade Scheme

Standard (STND)

Credit Type

Credit Course

Allow Pass/No Pass

Yes

Only Pass/No Pass

No

Audit

Yes

Min Credit

3.00

Variable Credit

No

### Contact hours

---

Lecture

33.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community  
Education/Drivers  
Ed

Community  
Education/Adult

Total 33

Proposed Effective 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

Soil characteristics and management, including nutritional elements and the relationship between the soil and 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

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### Required

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Prerequisites

Corequisites

## Prerequisites or Corequisites

### Recommended

---

Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

---

Required

Recommended

Is Student Petition required?

No

Show course in

Print in Schedule

Schedule

Hide course in catalog

No

When do you plan to offer this course?

Winter/Spring Spring

Will this class use library resources?

No

## Course Certifications

---



Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	identify soil properties and their significance including; texture, structure profiles, and colloids;
2	describe how to manage and reduce soil erosion and compaction;
3	apply an understanding of the benefits and problems of various soil types in relation to plant growth;
4	calculate the proper quantities of fertilizer to apply in order to meet recommendations;
5	discuss the relationships between soil particles, soil organisms and the environment.

Major Topic Outline

1. The Soil in Perspective. a. Soil defined. b. Soil testing. c. Soil profile. d. Soil classification. e. Soil components including organic matter, water, and air.
2. Physical Properties of Mineral Soils. a. Classification. b. Soil textural classes. c. Silicate clays. d. Soil structure. e. Tillage and tillage equipment.
3. Soil Judging. a. Surface soil. b. Subsoil. c. Whole soil. d. Management practices.
- 4.

Supply and Availability of Plant Nutrients. a. Factors controlling plant growth. b. The essential elements. c. Transfer of plant elements to available forms. d. Plant up take of essential elements. e. Nutritional importance. 5. Soil Colloids: The Nature and Practical Significance. a. Colloid response to essential element ions. b. Anion relationship. c. Cation exchange. d. Percentage base saturation. 6. Soil Reaction: Acidity and Alkalinity. a. pH defined. b. Acidity vs. alkalinity and their relationship to plant growth. c. Buffering of soils. 7. Analyzing a Soil Test. a. Conversion of parts per million and milliequivalent to pounds per acre. b. Calibration of equipment. c. Fertilizer calculations. 8. Soil Organisms. a. Macroorganisms and their relationship to plant growth. b. Microorganisms and their relationship to plant growth. c. Soil organism activity. 9. Organic Matter of Mineral Soils. a. Sources of soil organic matter. b. Effects of organic matter on soil fertility and plant growth. c. Carbon nitrogen ratio and its significance. 10. Lime and Its Soil-Plant Relationship. a. Liming materials. b. Effects of lime on soil. c. Plant crop response to liming. d. Forms, amounts, and methods of applying lime. 11. Improving Soil's Productive Capacity. a. Practices which destroy soil structure or productivity. b. Practices to improve soil structure. 12. Soil Erosion and Its Control. a. Erosion defined. b. Types of soil erosion. c. Erosion prevention methods and practices.

## 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

15

Reviewer Comments

# Course Change Request

Date Submitted: 12/15/25 3:30 pm

Viewing: **HOR-235 : Weed Identification**

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

Last edit: 12/15/25 4:24 pm

Changes proposed by: Loretta Mills (lorettam)

Catalog Pages  
referencing this  
course

[Horticulture, AAS](#)  
[Horticulture/Arboriculture/Landscape/Organic Farming.\(HOR\)](#)  
[Landscape Management, AAS](#)  
[Landscape Management, Arboriculture Option, AAS](#)  
[Landscape Practices, Certificate](#)  
[Organic Farming, Certificate](#)  
[Plant Health Management, Career Pathway Certificate](#)

Programs  
referencing this  
course

[AAS.LANDSCAPEMGMT: Landscape Management](#)  
[AAS.LANDMGMTARBOR: Landscape Management AAS, Arboriculture Option](#)  
[CC.LANDSCAPEPRAC: Landscape Practices](#)  
[CC.ORGANICFARM: Organic Farming](#)  
[CC.PLANTHEALMGT: Plant Health Management](#)  
[AAS.HORT1: Horticulture](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

## In Workflow

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

## Approval Path

1. 12/16/25 6:40 am  
Megan Feagles (megan.feagles):  
Approved for  
Curriculum Office
2. 01/14/26 3:38 pm  
Nora Brodnicki (norab): Approved  
for DASC Curriculum  
Committee Outline  
Review Team

## History

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

No

Faculty Contact

Email

april.chastain@clackamas.edu

Course Prefix

HOR -

Horticulture/Arboriculture/Landscape/Organic  
Farming

Course Number

235

Department

Horticulture

Division

Arts and Sciences

Course Title

Weed Identification

### Grading

---

Grade Scheme

Standard (STND)

Credit Type

Credit Course

Allow Pass/No Pass

Yes

Only Pass/No Pass

No

Audit

Yes

Min Credit

2.00

Variable Credit

No

### Contact hours

---

Lecture

20.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 20

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

Identification and life cycles of weeds commonly found in landscapes, nurseries, and farms.

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

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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

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

	Upon successful completion of this course, students should be able to:
1	identify plant families for common weeds;
2	identify common weeds in the Willamette Valley;
3	describe plant life cycles, growth habits and habitat;
4	effectively use weed identification books and programs;
5	describe weed control measures;
6	develop a weed collection.

Major Topic Outline

1. Introduction to weeds. 2. Weed families. 3. Weed identification. 4. Computer assisted weed ID. 5. Weed control measures.

## Green Course Management

---

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

Yes

Clean up Natural Environment

Yes

Supports Green Services

Yes

Percent of Course 25

Reviewer Comments

Key: 967

[Preview Bridge](#)



# Course Change Request

Date Submitted: 06/10/25 8:13 am

Viewing: **HOR-284 : Organic Farming  
Practicum/Summer**

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

Last edit: 12/08/25 11:49 am

Changes proposed by: Christopher Konieczka (chrisk)

Catalog Pages  
referencing this  
course

[Horticulture, AAS](#)  
[Horticulture/Arboriculture/Landscape/Organic Farming.\(HOR\)](#)  
[Organic Farming, Certificate](#)

Programs  
referencing this  
course

[CC.ORGANICFARM: Organic Farming](#)  
[AAS.HORT1: Horticulture](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

## In Workflow

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

## Approval Path

1. 06/10/25 8:18 am  
Megan Feagles  
(megan.feagles):  
Approved for  
Curriculum Office
2. 01/14/26 8:34 pm  
Keely Baca  
(keely.baca):  
Approved for DASC  
Curriculum  
Committee Outline  
Review Team

## History

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

Are you the Faculty Contact Person?

Yes

Course Prefix

HOR -  
Horticulture/Arboriculture/Landscape/Organic  
Farming

Course Number

284

Department

Horticulture

Division

Arts and Sciences

Course Title

Organic Farming Practicum/Summer

### Grading

---

Grade Scheme

Standard (STND)

Credit Type

Credit Course

Allow Pass/No Pass

No

Audit

No ~~Yes~~

Min Credit

3.00

Variable Credit

No

### Contact hours

---

Lecture

Lec/Lab

Lab

108.00

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 108

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.

Yes

## Course Description

Experiential learning of organic farming techniques, while working on the Student Farm. Students learn ecological and sustainable practices, principles, and management strategies. This course includes the seasonal activities of a working, small scale Organic Farm: seed sowing, planting, cultivation, irrigation, harvest, packing, selling at farmers market and to restaurants. An important aspect of this course is participating in the on-campus, weekly farmers market. All tasks are hands-on and guided by the instructor. This format has been selected to create a hands-on experience for each student in seasonal crop production and marketing.

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

HOR-141 or Student Petition

Corequisites

Prerequisites or Corequisites

### Recommended

---

Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

---

Required

Recommended

Is Student Petition required?

No

Show course in

Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

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

	Upon successful completion of this course, students should be able to:
1	explain cropping and labor systems used to run a small-scale, sustainable farm;
2	complete effective scheduling and management of mixed vegetable crops;
3	operate and maintain farm equipment and tools safely;
4	practice food safety guidelines in the harvesting, packing, and marketing of produce;
5	organize and operate the campus farmer's market stand;
6	adapt production and marketing systems to meet the demands of wholesale accounts.

Major Topic Outline

1. Marketing a. Labeling b. Crop washing and handling c. Communication with customers d. Display
2. Farm Production Skills a. Greenhouse propagation of transplants b. Raised bed

building c. Direct seeding and transplanting d. Production methods for specific crops e. Use of crop production tools and equipment 3.Weed and Pest Management a. Control strategies b. Control equipment c. OMRI approved products and use d. Pest life cycles and prevention

## Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

Yes

Clean up Natural Environment

Yes

Supports Green Services

Yes

Percent of Course 90

Reviewer Comments

# Course Change Request

Date Submitted: 09/15/25 10:20 am

Viewing: **MUS-218 : MPT Seminar I**

Last approved: 06/07/25 5:10 am

Last edit: 12/08/25 11:49 am

Changes proposed by: Kathleen Hollingsworth (kathleen.hollingswor)

Catalog Pages  
referencing this  
course

- [Course Descriptions](#)
- [Music \(MUS\)](#)
- [Music Performance & Technology, AAS](#)

Programs  
referencing this  
course

- [AAS.MUSICPERFTECH: Music Performance & Technology](#)

Credits/Hours/Instructional Method Change

## In Workflow

- Curriculum Office
- DASC Curriculum Committee Outline Review Team
- Curriculum Office
- Curriculum Committee Approval
- Colleague

## Approval Path

- 09/15/25 11:35 am  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
- 01/23/26 11:24 am  
Charles Siegfried (csiegfried):  
Approved for DASC Curriculum Committee Outline Review Team

## History

- Feb 15, 2024 by  
Megan Feagles (megan.feagles)
- Jun 7, 2025 by  
Kathleen Hollingsworth (kathleen.hollingswc

## Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix MUS - Music

Course Number 218

Department Music

Division Arts and Sciences

Course Title MPT Seminar I

### Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit No

Min Credit 1.00

Variable Credit No

### Contact hours

Lecture 11.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar



Community  
Education/Drivers  
Ed

Community  
Education/Adult

Total 11

Proposed Effective Term Spring 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

First of a three-part series. For second year Music Performance and Technology AAS students only. Seminar will cover writing, arranging, production, performance and music theory through experiential learning. Students will produce, write and arrange for each CME/Songwriters concert and will produce the Annual MPT/Garage Band Festival each spring.

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

MUS-104, ~~MUS-103~~, MUS-109, MUS-113L, and MUP-150

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  
Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall

Will this class use library resources?

No

## Course Certifications

---

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	demonstrate ability to write and arrange for the class and other projects;
2	produce and promote the CME Concert;
3	play keyboard exercises from memory;
4	read, think and converse about the philosophy of music.

Major Topic Outline

1. Writing 2. Arranging 3. Production 4. Promotion 5. Keyboard skills 6. Philosophy

## 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: 1285

[Preview Bridge](#)

# Course Change Request

Date Submitted: 01/16/26 1:08 pm

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

Last approved: 03/22/25 4:56 am

Last edit: 01/20/26 7:01 am

Changes proposed by: Virginia Chambers (virginia.chambers)

Catalog Pages  
referencing this  
course

- [Gerontology, Certificate](#)
- [Nursing.\(NUR\)](#)
- [Nursing.\(RN\), AAS](#)
- [Nursing Assistant - Gerontology Specialist, Career Pathway Certificate](#)

Programs  
referencing this  
course

- [AAS.NURSING: Nursing.\(RN\)](#)
- [CC.NAGERONSPEC: Nursing Assistant - Gerontology Specialist](#)
- [CC.GERONTOLOGY: Gerontology](#)

Credits/Hours/Instructional Method Change

## In Workflow

- Curriculum Office
- DTPS Curriculum Committee Outline Review Team
- Curriculum Office
- Curriculum Committee Approval
- Colleague

## Approval Path

- 01/20/26 7:01 am  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
- 01/23/26 1:21 pm  
Erin Gravelle (erin.gravelle):  
Approved for DTPS Curriculum Committee Outline Review Team

## History

- Jun 6, 2023 by  
Megan Feagles (megan.feagles)
- Feb 6, 2024 by  
Virginia Chambers (virginia.chambers)
- Apr 20, 2024 by  
Virginia Chambers (virginia.chambers)

4. Jan 18, 2025 by  
Virginia Chambers  
(virginia.chambers)
5. Mar 22, 2025 by  
Virginia Chambers  
(virginia.chambers)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix      NUR - Nursing

Course Number      100

Department      Health Sciences

Division      Technology, Applied Science and Public  
Services (TAPS)

Course Title      Nursing Assistant I

### Grading

---

Grade Scheme      Standard (STND)

Credit Type      Credit Course

Allow Pass/No Pass      No

Audit      No

Min Credit      6.50

Variable Credit      No

### Contact hours

---

Lecture      33.00

Lec/Lab      44.00

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 77

Proposed Effective 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 provides the student with the skills to perform basic level nursing care. Certified Nursing Assistants are defined by law as people who assist licensed nursing personnel in the provision of nursing care. Prepares the student to perform routine nursing assistant tasks to clients in sub-acute care settings as well as in the community. Includes didactic and skills lab instruction. Major topics covered include: collaboration with health care team, communication & interpersonal skills, person-centered care, infection control and prevention, safety and emergency procedures, assisting with activities of daily living, mental health and social service needs of clients, technical skills, acquiring observation and reporting skills, documentation of care provided and end-of-life care. Upon successful completion of this course, students may apply for the Oregon State Board of Nursing certification exam for nursing assistants (CNA 1). This course is approved by the Oregon State Board of Nursing. Required: Student Petition.

## 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

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### Required

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Prerequisites

Corequisites

NUR-100C

Prerequisites or Corequisites

### Recommended

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Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

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## Required

Must be at least 18 years of age; High School Diploma or equivalent; [Complete online application located on program webpage](#) ~~Must be formally accepted by Health Sciences Admissions~~ and attend a mandatory [orientation](#). ~~orientation session~~. During the orientation, students will start the process for completing all non-academic requirements. Non-academic requirements include: Immunizations (MMR, Varicella, Tdap, Hep B, COVID-19, seasonal Flu); complete a Criminal Background Check; Drug Screen; Tuberculosis test; BLS/CPR for Healthcare Providers certification through American Heart Association (AHA)

## 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?

Summer/Fall/Winter/Spring

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

## Course Certifications

---

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

---

Equivalent Active Courses

Equivalent Inactive Courses

### Student Learning Outcomes

---

Student Learning Outcomes

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

Major Topic Outline

1. Role of the NA as a member of the health care team. 2. Communication and interpersonal skills. 3. Protecting client's rights, promoting independence and providing holistic care. 4. Infection control and standard precautions. 5. Safety and emergency procedures. 6. Delivery of care to an aging population. 7. Physiological changes that occur to various body systems

throughout the lifespan. 8. Activities of daily living. 9. Person-centered care. 10. Collaboration with health care team. 11. Observation and reporting. 12. Principles of documentation. 13. End of life care.

## Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

Reviewer Comments

# Course Change Request

Date Submitted: 01/21/26 8:19 pm

Viewing: **SPN-101 : First-Year Spanish I**

Last approved: 11/08/25 5:19 am

Last edit: 01/21/26 8:19 pm

Changes proposed by: Ernesto Hernandez (ernesto.hernandez)

Catalog Pages  
referencing this  
course

[Early Childhood Education & Family Studies, AAS  
Spanish \(SPN\)](#)

Programs  
referencing this  
course

[AAS.EARLYCHILDFAM: Early Childhood Education & Family Studies](#)

Credits/Hours/Instructional Method Change

## In Workflow

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

## Approval Path

1. 01/22/26 6:29 am  
Megan Feagles  
(megan.feagles):  
Approved for  
Curriculum Office
2. 01/23/26 10:18 am  
Keely Baca  
(keely.baca):  
Approved for DASC  
Curriculum  
Committee Outline  
Review Team

## History

1. Nov 7, 2023 by  
Megan Feagles  
(megan.feagles)
2. Nov 8, 2025 by  
Ernesto Hernandez  
(ernesto.hernandez)

## Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix      SPN - Spanish

Course Number      101

Department      World Languages

Division      Arts and Sciences

Course Title      First-Year Spanish I

### Grading

Grade Scheme      Standard (STND)

Credit Type      Credit Course

Allow Pass/No Pass      Yes

Only Pass/No Pass      No

Audit      Yes

Min Credit      4.00

Variable Credit      No

### Contact hours

Lecture      44.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community  
Education/Drivers  
Ed

Community  
Education/Adult

Total 44

Proposed Effective Term 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

First of a three-term foundational, multimedia course for beginners. Initial emphasis is on speaking and listening comprehension, with secondary emphasis on reading and writing. Important cultural themes are presented. Student learning is assessed through a variety of guided exercises and assignments, interactive activities, homework, tests and quizzes, and other class projects and participation.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Discipline Studies

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

## Course Requisites

### Required

Prerequisites

Corequisites

Prerequisites or Corequisites

### Recommended

---

Prerequisites

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?

Yes

Have you talked with a librarian regarding that impact?

No

## Course Certifications

---

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

---

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

---

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	recognize and use basic introductions and courtesies, distinguishing formal and informal language, for self and others;
2	recognize and demonstrate knowledge of Spanish pronunciation patterns through speaking and reading practice;
3	recognize and correctly use in context grammatical gender and number for nouns, including definite, indefinite, singular and plural articles and some possessive adjectives;
4	recognize and talk about basic school life as well as everyday activities, routines, and personal possessions for self and others;
5	recognize and use vocabulary and grammar structures, including simple negation, to describe and to ask and answer basic yes/no and information questions about



	<b>Upon successful completion of this course, students should be able to:</b>
	people, places, objects and activities, concentrating on using AR verbs;
6	recognize and express likes and dislikes for self and others using common AR verbs and the special verb gustar, as well as recognizing some useful ER and IR verbs like comer, correr, escribir, vivir;
7	recognize and use essential irregular and semi-irregular verbs such as ser and estar, tener and vivir, and common expressions with tener to talk about self and others;
8	recognize and use cardinal numbers up to 100 for discussing time, class schedules or routine activities for self and others.

### Major Topic Outline

1. Greetings and introduction and courtesy expressions 2. Simple descriptions and questions about people, places and things 3. Family and family relationships and professions 4. Basic elements of academic life 5. Days of the week, clock time, simple schedules and routines

## Green Course Management

---

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

## Course Transferability

---

OUS school to which the course will transfer

OSU - Oregon State University

Comparable

course(s)

SPAN 111 (OSU)

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

<https://coreeducation.oregonstate.edu/implementation-resources/core-education-policies>

---

OUS school to which the course will transfer

PSU - Portland State University

Comparable

course(s)

SPAN 101 (PSU,SOU,UO)

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

<https://www.pdx.edu/transfer-center/world-languages-transfer-advising-guide>

---

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable

course(s)

SPAN 101 (PSU,SOU,UO)

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

<https://sou.edu/admissions/apply/equivalencies/>

---

OUS school to which the course will transfer

UO - University of Oregon

Comparable

course(s)

SPAN 101 (PSU,SOU,UO)

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

<https://admissions.uoregon.edu/second-language>

---

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable

course(s)

SPAN 101D (WOU)

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

<https://wou.edu/advising/transfer-basics/>

---

Please attach documentation

Reviewer Comments

# Course Change Request

Date Submitted: 01/21/26 8:30 pm

Viewing: **SPN-103 : First-Year Spanish III**

Last approved: 11/22/25 5:39 am

Last edit: 01/21/26 8:30 pm

Changes proposed by: Ernesto Hernandez (ernesto.hernandez)

Catalog Pages  
referencing this  
course  
[Spanish \(SPN\)](#)

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. 01/22/26 6:30 am  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
2. 01/23/26 10:19 am  
Keely Baca (keely.baca):  
Approved for DASC Curriculum Committee Outline Review Team

## History

1. Nov 7, 2023 by  
Megan Feagles (megan.feagles)
2. Nov 22, 2025 by  
Ernesto Hernandez (ernesto.hernandez)

## Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix      SPN - Spanish

Course Number      103

Department      World Languages

Division      Arts and Sciences

Course Title      First-Year Spanish III

### Grading

---

Grade Scheme      Standard (STND)

Credit Type      Credit Course

Allow Pass/No Pass      Yes

Only Pass/No Pass      No

Audit      Yes

Min Credit      4.00

Variable Credit      No

### Contact hours

---

Lecture      44.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community  
Education/Drivers  
Ed

Community  
Education/Adult

Total 44

Proposed Effective Term Spring 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

Third of a three-term foundational, multimedia course for beginners. Initial emphasis is on speaking and listening comprehension, with secondary emphasis on reading and writing. Important cultural themes are presented. Student learning is assessed through a variety of guided exercises and assignments, interactive activities, homework, tests and quizzes, and other class projects and participation.

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

SPN-102

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

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?



No

## Course Certifications

---

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

---

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

---

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	continue use of common and useful regular AR, ER, and IR verbs and essential irregular verbs, add recognition and correct use of common reflexive verbs to describe, discuss, ask and answer questions about typical daily routines and activities;
2	show knowledge of and correct use of other verbs like gustar (aburrir, encantar, importar, etc.) to express likes and dislikes about people, places, and things;
3	recognize and use more advanced determiners and qualifiers for people, places, and objects, such as demonstratives (este, ese, aquel, etc.) and indefinite and negative words (algo, alguien, algún, nada, nunca, nadie, ningún, etc.);
4	continue recognizing the nuances and uses of ser and estar correctly in context, as well as the differences in use of special interrogatives and negatives such as

	<b>Upon successful completion of this course, students should be able to:</b>
	Qué/Cuál/Cuáles and también/tampoco;
5	start recognizing and correctly using the simple past tense (preterite) of regular verbs, common stem-changing verbs, and essential irregular verbs (ser, estar, tener, querer, hacer, ir, etc.), recognizing that some verbs change in pattern and meaning from present to preterite;
6	recognize and use vocabulary and grammar in the areas of personal life celebrations and events such as food customs and preferences, holidays and celebrations, stages of life, and personal relationships.

### Major Topic Outline

1. Daily routine activities for health and hygiene
2. Food, food descriptions, meals and eating
3. Personal relationships, holidays and celebrations, stages of life

## Green Course Management

---

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

## Course Transferability

---

OUS school to which the course will transfer

OSU - Oregon State University

Comparable

course(s)

SPAN 113

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

<https://coreeducation.oregonstate.edu/implementation-resources/core-education-policies>

---

OUS school to which the course will transfer

PSU - Portland State University

Comparable

course(s)

SPAN 103

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

<https://www.pdx.edu/transfer-center/world-languages-transfer-advising-guide>

---

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable

course(s)

SPAN 103

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

<https://sou.edu/admissions/apply/equivalencies/>

---

OUS school to which the course will transfer

UO - University of Oregon

Comparable

course(s)

SPAN 103

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

<https://admissions.uoregon.edu/second-language>

---

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable

course(s)

SPAN 103D

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

<https://wou.edu/advising/transfer-basics/>

---

Please attach documentation

Reviewer Comments

# Course Change Request

Date Submitted: 11/14/25 11:44 am

Viewing: **TA-195 : Student Performance Showcase**

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

Last edit: 12/08/25 11:50 am

Changes proposed by: Melissa Jones (melissaj)

Catalog Pages  
referencing this  
course

[Music Technology, AAS](#)  
[Theatre Arts \(TA\)](#)

Programs  
referencing this  
course

[AAS.MUSICTECH: Music Technology](#)  
[CC.TECHTHEATRE: Technical Theatre](#)

Credits/Hours/Instructional Method Change

## In Workflow

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

## Approval Path

1. 11/14/25 11:47 am  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
2. 01/14/26 4:11 pm  
Keely Baca (keely.baca):  
Approved for DASC Curriculum Committee Outline Review Team

## History

1. Jun 9, 2023 by  
Megan Feagles (megan.feagles)
2. Mar 22, 2024 by  
Megan Feagles (megan.feagles)

## Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix TA - Theatre Arts

Course Number 195

Department Communications and Theatre Arts

Division Arts and Sciences

Course Title Student Performance Showcase

### 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 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

Training in special forms of theatrical presentation through in-class intensive preparation, study, and program development for public presentation, including comedy improvisation, stand-up comedy, and student directed one-act plays. Roles in one-act plays require a successful audition. Other opportunities open to all. May be repeated for up to 9 6 credits.

## Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Discipline Studies

Elective Only

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

Yes

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



# Course Requisites

---

## Required

---

Prerequisites

Corequisites

Prerequisites or Corequisites

## Recommended

---

Prerequisites

Corequisites

Prerequisites or Corequisites

# Non-Course Requisites

---

Required

Recommended

Is Student Petition required?

No

Show course in  
Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall/Winter/Spring

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

## Course Certifications

---

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

---

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

---

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	develop characters, comedic routines, and/or improvisational forms for public performance through script analysis, practice of theatrical forms, comedic timing, and physical and vocal acting techniques, and/or write a set of stand-up comedy material for presentation; (AL1)(AL2)

	Upon successful completion of this course, students should be able to:
2	identify and articulate these principles as they observe and perform with other students in the class; (AL1)(AL2)
3	utilize both print and electronic information resources available at the CCC library and computer labs to adequately research their specific assigned task; (AL2)
4	demonstrate verbal and non-verbal communication skills with other performers and audiences through listening and teamwork;
5	interpret and convey the fellow actors' ideas and meanings through the live performance;(AL1)(AL2)
6	demonstrate cooperation with casts and crew, and/or demonstrate the necessary technical skills to produce the showcase; (AL1)(AL2)
7	demonstrate teamwork, group problem solving, the ability to give and take direction, to listen, to observe and respond quickly to any given situation during a public performance. (AL1)

### Major Topic Outline

1.rehearsing and performing student directed one-act plays,and/or stand-up comedy, and/or comedy improvisation 2.choosing and securing a project for performance 3.holding auditions, casting, creating performance and production schedules 4.providing,through limited theater department resources,for set,costume,props,lighting,promotion and publicity 5.utilize both print and electronic information resources available at the CCC library and computer labs to adequately research their specific assigned task

## 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

[SOU - Southern Oregon University](#)

Comparable  
course(s)

[TA 195](#)

How does it transfer?

[general elective](#)

Evidence of transferability

[Other. Please explain.](#)

Explanation of other evidence of transferability

[Transfer Course Equivalency](#)

---

OUS school to which the course will transfer

[OSU - Oregon State University](#)

Comparable  
course(s)

[TA 195](#)

How does it transfer?

[general elective](#)

Evidence of transferability

[Other. Please explain.](#)

Explanation of other evidence of transferability

[OSU course articulation list for CCC](#)

---

Please attach documentation

[SOU Transfer Course Equivalencies.pdf](#)

[Course Articulations for Clackamas Community College](#)

[Undergraduate Admissions Oregon State University.pdf](#)

Reviewer Comments

Key: 1497

[Preview Bridge](#)

# Course Change Request

Date Submitted: 05/19/25 9:13 am

Viewing: **WET-108 : Cross-Connection Control**

**Program Specialist**

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

Last edit: 12/08/25 11:50 am

Changes proposed by: Matt LaForce (laforce)

Catalog Pages  
referencing this  
course

- [Water & Environmental Technology\\_\(WET\)](#)
- [Water & Environmental Technology, AAS](#)

Programs  
referencing this  
course

- [AAS.WATERENVIRONTECH: Water & Environmental Technology](#)

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. 04/29/25 1:23 pm  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
- 2. 05/17/25 10:32 am  
Ephanie Debey (ephanie.debey):  
Rollback to Initiator
- 3. 05/19/25 9:13 am  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
- 4. 01/23/26 11:25 am  
Ephanie Debey (ephanie.debey):  
Approved for DASC Curriculum Committee Outline Review Team

## History

1. Nov 8, 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?

No

Faculty Contact

Email

jamesn@clackamas.edu

Course Prefix      WET - Water & Environmental Technology

Course Number      108

Department      Engineering Sciences

Division      Arts and Sciences

Course Title      Cross-Connection Control Program Specialist

### 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      36.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 36

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

Specialized training for those who want to be involved in administering cross-connection control programs. Elements of a cross-connection control program, basic hydraulics, state specific regulations, identifying possible cross-connections and site surveys in order to determine proper type of backflow protection, if needed.

## 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

Corequisites

Prerequisites or Corequisites

### Recommended

---

Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

---

Required

Recommended

Is Student Petition required?

No

Show course in  
Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Summer/Fall/Winter/Spring

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

## Course Certifications

---

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

---

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

---

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	administer a cross-connection control program;
2	identify current and potential cross-connections;

	Upon successful completion of this course, students should be able to:
3	evaluate level of health risk of various establishments;
4	demonstrate knowledge of backflow assemblies;
5	describe and explain basic water hydraulics;
6	conduct site surveys to establish which backflow assemblies are need to protect the publics water supply.

### Major Topic Outline

1. Elements of a cross-connection program 2. Backflow assemblies 3. Cross-connections 4. Basic water hydraulics 5. Water related health hazards 6. Policies and procedures 7. Rules and regulations 8. Record keeping 9. Public relations 10. Site surveys

## 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

**Ephanie Debey (ephanie.debey) (05/17/25 10:32 am):** Rollback: You have listed it's a three credit hour course. Shouldn't it be 33 Lecture hours and total of 33 hours? Or does this fall into some specialty category? Also, should there be acknowledgement that the course is a time commitment of three hours per a week? With a Yes statement?

Course Number	Title	General Education Area
ART-233	Drawing for Comics	Arts & Letters

# General Education and Related Instruction Admin Change Request

## New Proposal

Date Submitted: 10/27/25 7:15 pm

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

Last edit: 10/27/25 7:15 pm

Changes proposed by: Nora Brodnicki (norab)

Parent Course:  
[ART-233: Drawing for Comics](#)

Name of the Course

Drawing for Comics

Course Code

ART-233

Are you the Faculty Contact Person?

Yes

Is General Education certification being sought?

Yes

### In Workflow

1. Curriculum Office
2. General Education Sub-Committee
3. Curriculum Office
4. Curriculum Committee Approval

### Approval Path

1. 10/28/25 6:08 am  
Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 12/08/25 3:58 pm  
Jeffrey McAlpine (jeffmc): Approved for General Education Sub-Committee
3. 12/09/25 6:40 am  
Megan Feagles (megan.feagles): Approved for Curriculum Office
4. 01/09/26 6:51 am  
Megan Feagles (megan.feagles): Rollback to Curriculum Office for Curriculum Committee Approval

If yes, in which area(s)?

Arts & Letters

Is Related Instruction certification being sought?

No

## General Education Area: Arts & Letters (AL)

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### AL-1. Supporting Documentation for General Education Course Criteria (optional):

If documents beyond this course outline may demonstrate how any or all of the course design criteria are incorporated in the course, such as an example course syllabus, please attach here (optional; not required).

[Assignment 1 ART 233.pdf](#)

[ART-233 Drawing for Comics \\_ Clackamas Community College.pdf](#)

Any additional notes/comments:

ART-233 Drawing for Comics is a "drawing" and "art" course. Art courses like this one include the process of interpreting and engaging in the visual arts. Students make art forms (engage in the creative process) and as a result, "enrich the quality of life" (which is the most difficult part of this Gen Ed outcome to assess). ART-233 includes discussion, research, and examination of how this art media is applied in the critical analysis of cultural ideas and values. The course includes assignment(s) that examine a range of human experience and expression, which introduce and engage students in local and global issues. The attached assignment asks students to consider four different "four-panel gag" comics. The instructor has selected comics that consider "cultural and historical" differences in this assignment to engage students in thinking beyond "Calvin and Hobbes".

### AL-1. General Education Criteria For Course Design:

A. Does the course design "Introduce the fundamental ideas and practices of the discipline and allow students to apply them"?

Yes

Is it evident in your course outline? If so, check all that apply below.

Course Description

Major Topics

SLOs

Criteria are not always easy to discern from course outlines. You are welcome to include any additional comments, clarifications, and/or supplemental documents which may help faculty reviewers confirm that the course is designed to incorporate the Gen Ed criteria consistently in all course sections.

Students must meet the prerequisite of ART-131 Drawing before they can take this course.

Students will review the fundamentals of drawing and use their drawing skills to create comic book and/ or sequential art imagery. Please see attached for syllabus/ outline information.

Attach File

[ART-233 Drawing for Comics\\_\\_Clackamas Community College.pdf](#)

B. Does the course design “Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts”?

Yes

Is it evident in your course outline? If so, check all that apply below.

Major Topics

SLOs

Criteria are not always easy to discern from course outlines. You are welcome to include any additional comments, clarifications, and/or supplemental documents which may help faculty reviewers confirm that the course is designed to incorporate the Gen Ed criteria consistently in all course sections.

Please see syllabus and sample assignment

Attach File

[ART-233 Drawing for Comics\\_\\_Clackamas Community College.pdf](#)

C. Does the course design “Explore the conventions and techniques of significant forms of human expression”?

Yes

Is it evident in your course outline? If so, check all that apply below.

Course Description

Major Topics

SLOs

Criteria are not always easy to discern from course outlines. You are welcome to include any additional comments, clarifications, and/or supplemental documents which may help faculty reviewers confirm that the course is designed to incorporate the Gen Ed criteria consistently in all course sections.

This is a drawing course. Students will explore conventions and techniques of drawing/ human expression.

Attach File

[Assignment 1 ART 233.pdf](#)

D. Does the course design “Place the discipline in a historical and cultural context, and demonstrate its relationship with other disciplines”?

Yes

Is it evident in your course outline? If so, check all that apply below.

Major Topics

SLOs

Criteria are not always easy to discern from course outlines. You are welcome to include any additional comments, clarifications, and/or supplemental documents which may help faculty reviewers confirm that the course is designed to incorporate the Gen Ed criteria consistently in all course sections.

This course includes an examination of the historical use of comics and sequential art forms. All art instructors who teach Arts and Letters courses are required to present an assignment and student work from that assignment at an annual Arts and Letters assessment meeting in the Art Department. The assignment that is attached is intended to engage students in how comics vary culturally and historically.

Attach File

[ART-233 Drawing for Comics \\_Clackamas Community College.pdf](#)

E. Variable Arts & Letters criteria. The course design should address at least one of the following (check all that apply):

Fosters creative individual expression via analysis, synthesis, and critical evaluation  
Compares/contrasts attitudes and values of specific historical periods or world cultures  
Examines the origins and influences of ethical or aesthetic traditions

If any of the above are checked, where are the criteria evident in your course outline?

Major topics

SLOs



Criteria are not always easy to discern from course outlines. You are welcome to include any additional comments, clarifications, and/or supplemental documents which may help faculty reviewers confirm that the course is designed to incorporate the Gen Ed criteria consistently in all course sections.

See above information.

Attach File

[Assignment 1 ART 233.pdf](#)

### **AL-2. General Education Outcomes – Student Learning Outcomes Crosswalk:**

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General Education Outcomes (GEOs)

(AL1) Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life

SLOs	Comments
1. demonstrate drawing and design technique with comics and sequential art; (AL1) 3. create original works of art that explore drawing and its connection to ideas, iconography, and/or art; (AL1)	This is a drawing class. Drawing requires the use of the creative process. I hope that art-making improves the quality of our lives- but some days...

(AL2) Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues

SLOs	Comments
4. recognize and utilize personal and/ or conceptual elements in relation to drawing comics; 5. identify the historical, cultural, and contemporary significance of sequential drawing; (AL2)	Our students often create works that reflect cultural and historical information, critically examining themselves and social/ cultural experiences through their art.  The cultural and historical examination of comic book art that is embedded in the course fosters critical thinking and analysis

### **AL-3. General Education Assessment:**

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Attach assessment documentation for all general education outcomes.

[Assignment 1 ART 233.pdf](#)

Comments

The assignment that Terry Blas Green (instructor) created was intended to meet AL 1 and 2 for Gen Ed Assessment. Any suggestions that the team would like to offer Terry for improving this assignment for Gen Ed assessment would be appreciated.

B. Attach evaluation documentation for all general education outcomes.

[Assignment 1 ART 233.pdf](#)

Comments

This course is being RENEWED as a Gen Ed course. I worked with the new AF to update and improve the outline. I described the Gen Ed review and asked him to create an assignment. The assignment that is attached is a draft.

## Requirements for the Specific General Education Area: Arts and Letters\*

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Reviewer

Comments

**Megan Feagles (megan.feagles) (01/09/26 6:51 am):** Rollback: waiting on arts and sciences program approvals

Course Number	Title	Implementation
ECE-170	Introduction to Field Experiences	2026/SP
ECE-170ES	Introducción a la Práctica Docente	2026/SP

# Course Change Request

## New Course Proposal

Date Submitted: 01/05/26 2:49 pm

Viewing: **ECE-170 : Introduction to Field Experiences**

Last edit: 01/29/26 8:29 am

Changes proposed by: Dawn Hendricks (dawn.hendricks)

Programs  
referencing this  
course

[AAS.EARLYCHILDFAM: Early Childhood Education & Family Studies](#)  
[CC.EARLYLEARNING: Early Learning](#)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix

ECE - Early Childhood Education

Course Number

170

Department

Education, Human Services and Criminal Justice

Division

Technology, Applied Science and Public Services (TAPS)

Course Title

Introduction to Field Experiences

### In Workflow

1. Curriculum Office

2. DTPS Dean

3. DTPS Curriculum Committee Outline Review Team

4. Curriculum Office

5. Curriculum Committee Approval

6. Colleague

### Approval Path

1. 01/07/26 6:54 am  
Megan Feagles  
(megan.feagles):  
Approved for Curriculum Office

2. 01/07/26 8:52 am  
Armetta Burney  
(armetta.burney):  
Approved for DTPS Dean

3. 01/23/26 1:19 pm  
Erin Gravelle  
(erin.gravelle):  
Approved for DTPS Curriculum Committee Outline Review Team

4. 01/27/26 7:08 am  
Megan Feagles  
(megan.feagles):  
Approved for Curriculum Office

## 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	1.00
Variable Credit	No

## Contact hours

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Lecture	10.00
Lec/Lab	
Lab	
Activity	
Clinical	
Field	
CWE Seminar	
CPR	
Seminar	
Community Education/Drivers Ed	
Community Education/Adult	
Total	10
Proposed Effective Term	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.

Yes

Course Description

This course prepares students for successful field experiences by teaching them how to develop meaningful learning objectives, evaluate field experience opportunities, and navigate professional responsibilities. Students will explore program requirements, search strategies for placements, professional communication skills, and the NAEYC Code of Ethics for Early Childhood Educators to guide ethical behavior throughout their field experiences.

Type of Course (ACTI Code)

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

Reason for the Proposal

Given the accreditation requirements for the program, it often takes students 4-8 weeks to find a suitable field experience placement. Providing this information in advance will help ensure timely and successful field placements.

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

## Course Requisites

Required

Prerequisites

ECE-150 and ECE-235

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

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?

Winter

Will this class use library resources?

No

## Course Certifications

---

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

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Equivalent Active Courses

ECE-170ES - Introducción a la Práctica Docente

Equivalent Inactive Courses

## Student Learning Outcomes

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Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	write clear, measurable, and achievable field experience learning objectives;
2	understand and apply program and accreditation requirements for selecting a field experience site;
3	demonstrate understanding of the National Association for the Education of Young Children Code of Ethical Conduct for Early Childhood Educators.

Major Topic Outline

Review of Early Childhood Education & Family Studies program handbook

Examine the National Association for the Education of Young Children (NAEYC) standards for field sites

Utilize Oregon's SPARK quality rating system for identifying potential early learning settings

Discuss and apply NAEYC's Code of Ethical Conduct for Early Childhood Educators

Review program CWE and practicum documentation requirements

Prepare to professionally communicate with potential field experience sites and supervisors

Reach out to potential field experience sites to secure a placement.

## 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: 4574

[Preview Bridge](#)

# Course Change Request

## New Course Proposal

Date Submitted: 01/06/26 1:37 pm

Viewing: **ECE-170ES : Introducción a la Práctica Docente**

Last edit: 01/29/26 8:30 am

Changes proposed by: Dawn Hendricks (dawn.hendricks)

Programs  
referencing this  
course  
[AAS.ECEFSSES: Educación infantil y estudios familiares](#)  
[CC.ECEFSSES: Educación infantil y estudios familiares](#)

Is Topic Shell Course?

Are you the Faculty Contact Person?  

Yes

Course Prefix

ECE - Early Childhood Education

Course Number

170ES

Department

Education, Human Services and Criminal Justice

Division

Technology, Applied Science and Public Services (TAPS)

Course Title

Introducción a la Práctica Docente

### In Workflow

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

### Approval Path

1. 01/07/26 7:04 am  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
2. 01/07/26 8:52 am  
Armetta Burney (armetta.burney):  
Approved for DTPS Dean
3. 01/23/26 1:20 pm  
Erin Gravelle (erin.gravelle):  
Approved for DTPS Curriculum Committee Outline Review Team
4. 01/27/26 7:08 am  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office

## 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	1.00
Variable Credit	No

## Contact hours

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Lecture	10.00
Lec/Lab	
Lab	
Activity	
Clinical	
Field	
CWE Seminar	
CPR	
Seminar	
Community Education/Drivers Ed	
Community Education/Adult	
Total	10
Proposed Effective Term	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.

Yes

Course Description

Este curso prepara a los estudiantes para una experiencia de práctica profesional exitosa mediante el aprendizaje de cómo desarrollar objetivos de aprendizaje significativos, evaluar oportunidades de práctica y desenvolverse en sus responsabilidades profesionales. Los estudiantes explorarán los requisitos del programa, estrategias de búsqueda de centros de práctica, habilidades de comunicación profesional y el Código de Conducta Ética de la Asociación Nacional para la Educación de la Primera Infancia (NAEYC) para orientar un comportamiento ético a lo largo de su experiencia de práctica profesional.

Type of Course (ACTI Code)

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

Reason for the Proposal

Given the accreditation requirements for the program, it often takes students 4-8 weeks to find a suitable field experience placement. Providing this information in advance will help ensure timely and successful field placements.

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

ECE-150ES, ECE-235ES, and HDF-225ES

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

---

Required

Recommended

Is Student Petition required?

No

Show course in  
Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Winter

Will this class use library resources?

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)

## Equivalent Courses

Equivalent Active Courses

ECE-170 - Introduction to Field Experiences

Equivalent Inactive Courses

## Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	redactar objetivos de aprendizaje para la práctica claros, medibles y alcanzables;
2	comprender y aplicar los requisitos del programa y de acreditación para la selección de un centro de prácticas;
3	demostrar comprensión del Código de Conducta Ética de la NAEYC y aplicar la toma de decisiones éticas en las experiencias de práctica.

### Major Topic Outline

Revisión del manual del programa de Educación Infantil y Estudios Familiares

Examen de los estándares de la Asociación Nacional para la Educación de Niños Pequeños (NAEYC) para los centros de prácticas

Utilización del sistema de calificación de calidad SPARK de Oregón para identificar posibles entornos de aprendizaje temprano

Análisis y aplicación del Código de Conducta Ética de la NAEYC para educadores de la primera infancia

Revisión de los requisitos de documentación de las prácticas y la experiencia laboral del programa

Preparación para comunicarse profesionalmente con los posibles centros de prácticas y supervisores

Contactar los posibles centros de prácticas para obtener una posición

## 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: 4575

[Preview Bridge](#)

Course	Current Hours/Credits	Proposed Hours/Credits
ECE-280ES	144 FIELD/4 Credits	108 FIELD/3 Credits



# Course Change Request

Date Submitted: 01/06/26 12:23 pm

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

Last approved: 12/07/24 5:10 am

Last edit: 01/06/26 12:23 pm

Changes proposed by: Dawn Hendricks (dawn.hendricks)

Catalog Pages  
referencing this  
course

- [Cooperative Work Experience \(CWE\)](#)
- [Early Childhood Education \(ECE\)](#)
- [Educación infantil y estudios familiares, AAS](#)
- [Educación infantil y estudios familiares, Certificate](#)

Programs  
referencing this  
course

- [AAS.ECEFSSES: Educación infantil y estudios familiares](#)
- [CC.ECEFSSES: Educación infantil y estudios familiares](#)

Credits/Hours/Instructional Method Change

## In Workflow

- Curriculum Office
- DTPS Curriculum Committee Outline Review Team
- Curriculum Office
- Curriculum Committee Approval
- Colleague

## Approval Path

- 01/06/26 9:01 am  
Megan Feagles (megan.feagles):  
Rollback to Initiator
- 01/13/26 7:54 am  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
- 01/15/26 11:14 am  
Erin Gravelle (erin.gravelle):  
Approved for DTPS Curriculum Committee Outline Review Team

## History

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

(megan.feagles)  
3. Dec 7, 2024 by  
Dawn Hendricks  
(dawn.hendricks)

Yes

#### Reason for proposal

1. Most of our ECE in Spanish students have this course waived or receive CPL since they are already working in early learning settings. 2. ECE 280 in English is 3 credits and we want ECE 280ES to match. 3. We are adding a 1 credit Introduction to Field Experiences course to the program and want to maintain the overall credits for the degree at 90.

#### Is Topic Shell Course?

#### Are you the Faculty Contact Person?

Yes

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

#### Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course
Allow Pass/No Pass	Yes
Only Pass/No Pass	No
Audit	No
Min Credit	<u>3.00</u> <del>4.00</del>

Contact hours

Lecture	
Lec/Lab	
Lab	
Activity	
Clinical	
Field	<div><div>108.00</div><div>144.00</div></div>
CWE Seminar	
CPR	
Seminar	
Community Education/Drivers Ed	
Community Education/Adult	
Total	<div><div>108</div><div>144</div></div>
Proposed Effective Term	Summer 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.

Yes

Course Description

En este curso, los estudiantes completan 108 ~~144~~ horas de trabajo en un entorno de primera infancia, asistiendo a niños y familias desde el nacimiento hasta los 8 años de edad. Si no completan las horas requeridas, recibirá un curso incompleto o reprobará.

Type of Course (ACTI Code)

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

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

## Course Requisites

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### Required

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Prerequisites

[ECE-150ES, ECE-170ES, and HDF-225ES](#)

Corequisites

CWE-281ES

Prerequisites or Corequisites

### Recommended

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Prerequisites

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?

Summer/Fall/Spring

Will this class use library resources?

No

## Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

Equivalent Active Courses

ECE-280 - Early Childhood Education/CWE

Equivalent Inactive Courses

## Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	demostrar prácticas y ética profesionales en el lugar de trabajo;

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

## Major Topic Outline

prácticas y ética profesionales en el lugar de trabajo

entornos apropiados para el desarrollo y seguridad de los niños

un entorno seguro para que los niños prevengan y reduzcan las lesiones

oportunidades para brindar para que los niños comprendan, adquieran y utilicen medios verbales y no verbales de comunicar pensamientos

creación de un entorno de aprendizaje temprano para promover el desarrollo y el aprendizaje en los niños

estrategias de orientación positivas al trabajar con niños pequeños

aprecio y comprensión de los niños culturalmente y lingüísticamente diversos discernimiento del papel de la observación en la enseñanza de los niños pequeños

## Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

#### Reviewer Comments

**Megan Feagles (megan.feagles) (01/06/26 9:01 am):** Rollback: Please provide a reason for the credit change and update the credits of the course in programs. Thanks.

Key: 570

[Preview Bridge](#)

Program	Implementation
Early Childhood Education & Family Studies AAS	2026/SU
Early Learning CC	2026/SU
Educación infantil y estudios familiares AAS	2026/SU
Educación infantil y estudios familiares AAS	2026/SU



# Program Change Request

Date Submitted: 01/06/26 1:56 pm

Viewing: **AAS.EARLYCHILDFAM : Early Childhood Education & Family Studies**

Last approved: 04/04/25 8:39 am

Last edit: 01/06/26 2:17 pm

Changes proposed by: Dawn Hendricks (dawn.hendricks)

Catalog Pages Using this Program

[Early Childhood Education & Family Studies, AAS](#)

Change Type

## 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. 01/07/26 7:03 am  
Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 01/08/26 10:34 am  
Laurette Scott (laurette): Approved for EHCJ Chair
3. 01/08/26 10:44 am  
Armetta Burney (armetta.burney): Approved for DTPS Dean

### History

1. Oct 6, 2022 by clmig-kxayasene
2. Jan 5, 2023 by Megan Feagles (megan.feagles)
3. Feb 7, 2023 by Megan Feagles (megan.feagles)

4. Feb 15, 2023 by  
Megan Feagles  
(megan.feagles)
5. Feb 15, 2023 by  
Megan Feagles  
(megan.feagles)
6. Apr 18, 2023 by  
Megan Feagles  
(megan.feagles)
7. Apr 18, 2023 by  
Megan Feagles  
(megan.feagles)
8. Jun 5, 2023 by  
Megan Feagles  
(megan.feagles)
9. Sep 26, 2023 by  
Megan Feagles  
(megan.feagles)
10. Oct 30, 2023 by  
Megan Feagles  
(megan.feagles)
11. Feb 8, 2024 by  
Megan Feagles  
(megan.feagles)
12. Apr 5, 2024 by  
Dawn Hendricks  
(dawn.hendricks)
13. Jun 11, 2024 by  
Megan Feagles  
(megan.feagles)
14. Dec 6, 2024 by  
Dawn Hendricks  
(dawn.hendricks)
15. Apr 4, 2025 by  
Megan Feagles  
(megan.feagles)

## Program Overview

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Name of Proposed Program

## Early Childhood Education & Family Studies

Program Code	AAS.EARLYCHILDFAM
Award (CCWD)	
AAS Degree (90-108 credits) (AAS)	
Type of Program (CCC)	Associate of Applied Science (AAS)
Educational Focus Area	Teaching and Education
Effective Catalog Edition	2026-2027
Career Area	Human Resources
Department	Education, Human Services and Criminal Justice
Division	Technology, Applied Science and Public Services (TAPS)
Other locations (institutions) this Program will be offered	
CIP Code	19.0708 - Child Care and Support Services Management.

Was your Advisory Committee notified of the change(s)?

Yes

Please attach documentation (meeting minutes, email confirmation, etc). [Goals Early Childhood Education and Family Studies goals.docx](#)  
[ECEFS Committee Meeting Minutes 2-12-25.pdf](#)

## 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:

	Outcome(s)
1	1a: understand the developmental period of early childhood from birth through age eight across physical, cognitive, social and emotional, and linguistic domains including bilingual/multilingual development;
2	1b: understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices;
3	1c: understand the ways that child development and the learning process occur within multiple contexts, including family, culture, language, community, and early learning settings as well as within a larger societal context that includes structural inequities;
4	1d: use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child;
5	2a: know about, understand and value the diversity of families;
6	2b: collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement;
7	2c: use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools and community organizations and agencies;
8	3a: understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings;
9	3b: know a wide range of types of assessments, their purposes and their associated methods and tools;
10	3c: use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child;
11	3d: build assessment partnerships with families and professional colleagues;
12	4a: understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children;
13	4b: understand and use teaching skills that are responsive to the learning trajectory of young children and to the needs of each child, recognizing that

	Outcome(s)
	differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills is critical for young children;
14	4c: use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias and evidence-based teaching skills and strategies that reflect the principles of universal design for learning;
15	5a: understand content knowledge and resources - the central concepts, methods and tools of inquiry, and structure, and resources for the academic disciplines in an early education curriculum;
16	5b: understand pedagogical content knowledge—how young children learn in each discipline - and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children's learning in each content area;
17	5c: modify teaching practices by applying, expanding, integrating and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge;
18	6a: identify and involve oneself with the early childhood field and serve as an informed advocate for young children, families and the profession;
19	6b: know about and uphold ethical and other early childhood professional guidelines;
20	6c. use professional communication skills, including technology mediated strategies, to effectively support young children's learning and development and work with families and colleagues;
21	6d: engage in continuous, collaborative learning to inform practice;
22	6e: develop and sustain the habit of reflective and intentional practice in their daily practice with young children and as members of the early childhood profession.

## Proposed Curriculum

### Plan of Study Grid

First Year

Fall Term

Credits

[ECE-150](#) Introduction to Early Childhood Education & Family Studies

4.00

[ECE-235](#) Safety, Health and Nutrition

3.00

[ED-216](#) Foundations of Teaching & Education

4.00

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

2.00

[WR-121Z](#) Composition I

4.00

	Credits	17
Winter Term		
<a href="#">ECE-121</a>	Observation and Guidance I in ECE Settings	4.00
<a href="#">ECE-154</a>	Language & Literacy Development in Young Children	4.00
<a href="#">ECE-170</a>	<a href="#">Course ECE-170 Not Found</a>	<a href="#">1.00</a>
<a href="#">HDF-225</a>	Prenatal, Infant & Toddler Development	3.00
Select one of the following:		4.00
<a href="#">MTH-050</a>	Technical Mathematics I	
<a href="#">MTH-065</a>	Algebra II	
<a href="#">MTH-098</a>	College Math Foundations	
	Credits	16
Spring Term		
<a href="#">ECE-240</a>	Environments and Curriculum Planning	4.00
<a href="#">ECE-280</a>	Early Childhood Education/CWE	3.00
<a href="#">ED-258</a>	Culturally Responsive Teaching & Education	3.00
<a href="#">HDF-247</a>	Preschool Through Adolescent Child Development	3.00
	Credits	13
Second Year		
Fall Term		
<a href="#">ECE-221</a>	Observation & Guidance II in ECE Settings	4.00
<a href="#">ECE-241</a>	Environments and Curriculum Planning: Infants and Toddlers	3.00
<a href="#">ED-114</a>	Instructional Strategies for Math	3.00
<a href="#">ED-246</a>	School, Family & Community Relations	4.00
	Credits	14
Winter Term		
<a href="#">ECE-291</a>	Practicum II	4.00
<a href="#">ED-254</a>	Instructional Strategies for Dual Language Learners	3.00
<a href="#">ED-269</a>	Overview of Special Education	3.00
<a href="#">Electives</a>		4.00
	Credits	14
Spring Term		
<a href="#">ECE-179</a>	The Professional in Early Childhood Education and Family Studies	4.00
<a href="#">ECE-239</a>	Trauma-Informed Practices in Early Care and Education	3.00
<a href="#">ECE-292</a>	Practicum III	4.00
<a href="#">HDF-140</a>	Contemporary American Families	3.00
<a href="#">HPE-295</a>	Health & Fitness for Life	3.00
	Credits	17
	Total Credits	91

## Electives

<u>BA-101Z</u>	Introduction to Business	4.00
<u>BI-101</u>	General Biology; Cellular Biology	4.00
<u>COMM-111Z</u>	Public Speaking	4.00
<u>COMM-140</u>	Introduction to Intercultural Communication	4.00
<u>MTH-105Z</u>	Math in Society	4.00
<u>PSY-215</u>	Introduction to Developmental Psychology	4.00
<u>SOC-204Z</u>	Introduction to Sociology	4.00
<u>SPN-101</u>	First-Year Spanish I	4.00
<u>SPN-102</u>	First-Year Spanish II	4.00
<u>WR-122Z</u>	Composition II	4.00
All courses must be passed with a C or better		

Reviewer

Comments

# Program Change Request

Date Submitted: 01/06/26 1:58 pm

Viewing: **CC.EARLYLEARNING : Early Learning**

Last approved: 05/02/25 8:11 am

Last edit: 01/06/26 2:27 pm

Changes proposed by: Dawn Hendricks (dawn.hendricks)

Catalog Pages Using  
this Program

[Early Learning, Certificate](#)

Change Type

### 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. 01/07/26 7:03 am  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office

2. 01/08/26 10:33 am  
Laurette Scott (laurette): Approved for EHCJ Chair

3. 01/08/26 10:44 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. Feb 15, 2023 by  
Megan Feagles (megan.feagles)



4. Apr 18, 2023 by  
Megan Feagles  
(megan.feagles)
5. Apr 18, 2023 by  
Megan Feagles  
(megan.feagles)
6. Jun 5, 2023 by  
Megan Feagles  
(megan.feagles)
7. Mar 11, 2024 by  
Megan Feagles  
(megan.feagles)
8. Mar 21, 2024 by  
Megan Feagles  
(megan.feagles)
9. Jun 5, 2024 by  
Megan Feagles  
(megan.feagles)
10. May 2, 2025 by  
Dawn Hendricks  
(dawn.hendricks)

## Program Overview

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Name of Proposed Program

Early Learning

Program Code            CC.EARLYLEARNING

Award (CCWD)

Certificate, Related to a Parent Program (45-60 credits) (CC1R)

Parent Program

AAS.EARLYCHILDFAM

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

Educational Focus      Teaching and Education  
Area

Effective Catalog       2026-2027  
Edition

Career Area Human Resources

Department Education, Human Services and Criminal Justice

Division Technology, Applied Science and Public Services (TAPS)

Other locations (institutions) this Program will be offered

CIP Code 19.0701 - Human Development and Family Studies, General.

Was your Advisory Committee notified of the change(s)?

Yes

Please attach [ECEFS Committee Meeting Minutes 2-12-25.pdf](#)  
documentation [Goals Early Childhood Education and Family Studies goals.docx](#)  
(meeting minutes,  
email confirmation,  
etc).

## 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:

	Outcome(s)
1	promote children's development and learning by collaborating to create healthy, respectful and supportive environment;
2	respect, support and communicate with families;
3	observe and document young children;
4	define and understand developmentally effective approaches, depending on the children's ages, characteristics and the setting within which teaching and learning occur;
5	use content knowledge to understand curriculum by designing and implementing experiences that promote positive development and learning for each and every young child;

	Outcome(s)
6	identify and conduct themselves as members of the early childhood community.

## Proposed Curriculum

### Plan of Study Grid

Fall Term		Credits
<a href="#">ECE-150</a>	Introduction to Early Childhood Education & Family Studies	4.00
<a href="#">ECE-235</a>	Safety, Health and Nutrition	3.00
<a href="#">ED-216</a>	Foundations of Teaching & Education	4.00
<a href="#">FYE-101</a>	First Year Experience Level I	2.00
<a href="#">WR-121Z</a>	Composition I	4.00
	Credits	17
Winter Term		
<a href="#">ECE-121</a>	Observation and Guidance I in ECE Settings	4.00
<a href="#">ECE-154</a>	Language & Literacy Development in Young Children	4.00
<a href="#">ECE-170</a>	<a href="#">Course ECE-170 Not Found</a>	<a href="#">1.00</a>
<a href="#">HDF-225</a>	Prenatal, Infant & Toddler Development	3.00
Select one of the following:		4.00
<a href="#">MTH-050</a>	Technical Mathematics I	
<a href="#">MTH-065</a>	Algebra II	
<a href="#">MTH-098</a>	College Math Foundations	
	Credits	16
Spring Term		
<a href="#">ECE-240</a>	Environments and Curriculum Planning	4.00
<a href="#">ECE-280</a>	Early Childhood Education/CWE	3.00
<a href="#">ED-258</a>	Culturally Responsive Teaching & Education	3.00
<a href="#">HDF-247</a>	Preschool Through Adolescent Child Development	3.00
	Credits	13
	Total Credits	46

All courses must be passed with a C or better

Reviewer

Comments

# Program Change Request

Date Submitted: 01/06/26 2:03 pm

Viewing: **AAS.ECEFSES : Educación infantil y estudios familiares**

Last approved: 11/01/24 9:32 am

Last edit: 01/06/26 2:25 pm

Changes proposed by: Dawn Hendricks (dawn.hendricks)

Catalog Pages Using  
this Program  
Educación infantil y estudios familiares, AAS

Change Type

## 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

### Approval Path

- 1. 01/13/26 7:54 am  
Megan Feagles (megan.feagles): Approved for Curriculum Office
- 2. 01/20/26 4:36 pm  
Laurette Scott (laurette): Approved for EHCJ Chair
- 3. 01/21/26 9:17 am  
Armetta Burney (armetta.burney): Approved for DTPS Dean

### History

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

4. Apr 19, 2024 by  
Dawn Hendricks  
(dawn.hendricks)
5. Apr 19, 2024 by  
Megan Feagles  
(megan.feagles)
6. Nov 1, 2024 by  
Dawn Hendricks  
(dawn.hendricks)

## Program Overview

Name of Proposed Program	
Educación infantil y estudios familiares	
Program Code	AAS.ECEFSES
Award (CCWD)	
AAS Degree (90-108 credits) (AAS)	
Type of Program	Associate of Applied Science (AAS)
(CCC)	
Educational Focus	Teaching and Education
Area	
Effective Catalog	2026-2027
Edition	
Career Area	Human Resources
Department	Education, Human Services and Criminal Justice
Division	Technology, Applied Science and Public Services (TAPS)
Other locations (institutions) this Program will be offered	
CIP Code	19.0708 - Child Care and Support Services Management.

Was your Advisory Committee notified of the change(s)?

Yes

Please attach [ECEFS Committee Meeting Minutes 2-12-25.pdf](#)  
documentation  
(meeting minutes,  
email confirmation,  
etc).

## 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:

	Outcome(s)
1	demostrar en un entendimiento del período de desarrollo en la niñez temprana, desde el nacimiento hasta los 8 años, en diferentes ámbitos del Desarrollo;
2	trabajar con cada niño como una persona con variaciones del desarrollo únicas;
3	resumir como los niños aprenden y se desarrollan dentro de relaciones y dentro de múltiples contextos, lo que incluye a las familias, las culturas, el idioma, las comunidades y la sociedad;
4	usan este conocimiento multidimensional para tomar decisiones basadas en evidencia a fin de cumplir con sus responsabilidades;
5	explicar la diversidad en las características de las familias;
6	usan este entendimiento para crear relaciones respetuosas, sensibles y recíprocas con las familias y para participar con ellas y trabajar de manera conjunta en el desarrollo y en el aprendizaje de los niños pequeños;
7	usan los recursos comunitarios para respaldar a las familias de los niños y construyen conexiones entre los entornos del aprendizaje en la niñez temprana, las escuelas y las organizaciones, y los organismos de la comunidad;
8	explicar que el objetivo principal de las evaluaciones es orientar la enseñanza y la planificación en entornos de aprendizaje de la niñez temprana;
9	usar la observación, la documentación y otros enfoques y herramientas de evaluación adecuados;
10	utilizar las herramientas de exámenes y evaluaciones con bases éticas y apropiadas desde el punto de vista del desarrollo, la cultura, la capacidad y la lingüística para

	Outcome(s)
	documentar el progreso del desarrollo y para promover resultados positivos para cada niño;
11	formar asociaciones para las evaluaciones en colaboración con las familias y con colegas profesionales;
12	demostrar relaciones e interacciones positivas, afectuosas y de apoyo como la base de su trabajo con niños pequeños;
13	comprender y utilizar técnicas de enseñanza que responden a las trayectorias de aprendizaje de los niños pequeños y a las necesidades de cada niño; Los educadores de la niñez temprana;
14	usar diversos métodos de enseñanza basados en evidencias, apropiados al desarrollo, y relevantes en cuanto a la cultura y a la lingüística, sin prejuicios, que reflejan los principios del diseño universal de Aprendizaje;
15	implementar los conceptos centrales, los métodos y las herramientas y las estructuras en cada disciplina académica;
16	describir la pedagogía, incluso cómo los niños pequeños aprenden y procesan la información en cada disciplina, las trayectorias de aprendizaje para cada disciplina, y cómo los maestros usan este conocimiento para informar su práctica;
17	aplicar este conocimiento usando los estándares de aprendizaje de la niñez temprana y otros recursos para tomar decisiones sobre prácticas de enseñanza espontáneas y planificadas, y sobre el desarrollo, la implementación y la evaluación del currículo para garantizar que el aprendizaje sea estimulante, desafiante y significativo para cada niño;
18	identificarse y participar como miembros de la profesión de la educación en la niñez temprana. Actuar como defensores informados de los niños pequeños, de las familias de los niños a su cargo y de la profesión de la educación en la niñez temprana;
19	emplear principios éticos y otras pautas profesionales de la niñez temprana;
20	practicar habilidades de comunicación profesionales que apoyan eficazmente sus relaciones y su trabajo con niños, familias y colegas;
21	desarrollar y mantener la práctica reflexiva e intencionada en su trabajo diario con niños pequeños y como miembros de la profesión de la educación en la niñez temprana.

## Plan of Study Grid

First Year		
Fall Term		Credits
<a href="#">ECE-150ES</a>	Introducción a la educación infantil y los estudios familiares	4.00
<a href="#">ECE-235ES</a>	<a href="#">Seguridad, Salud, y Nutrición</a>	<a href="#">3.00</a>
<a href="#">FYE-101ES</a>	Experiencia de Primer Año (first Year Experience en español)	2.00
<a href="#">HDF-225ES</a>	Desarrollo de las Etapas Prenatal, Infantes y de Niños Pequeños	4.00
<del><a href="#">WR-124ES</a></del>	<del><a href="#">Escritura de ensayos de nivel universitario en Español</a></del>	<del>4.00</del>
	Credits	13
Winter Term		
<a href="#">ECE-121ES</a>	Observación y Orientación I en Educación Temprana	4.00
<del><a href="#">ECE-235ES</a></del>	<del><a href="#">Seguridad, Salud, y Nutrición</a></del>	<del>3.00</del>
<a href="#">ECE-170ES</a>	<a href="#">Course ECE-170ES Not Found</a>	<a href="#">1.00</a>
<a href="#">HDF-247ES</a>	Desarrollo y crecimiento en la niñez: preescolar hasta la adolescencia	4.00
<a href="#">MTH-050ES</a>	Matemáticas Técnicas I	4.00
<a href="#">WR-124ES</a>	<a href="#">Escritura de ensayos de nivel universitario en Español</a>	<a href="#">4.00</a>
	Credits	17
Spring Term		
<a href="#">ECE-240ES</a>	Ambientes y Planificación Curricular	4.00
<a href="#">ECE-246ES</a>	Relaciones entre la escuela, la familia y la comunidad	4.00
<a href="#">ECE-258ES</a>	Equidad y Diversidad en La Educación Infantil	4.00
<a href="#">ECE-280ES</a>	Experiencia Laboral Cooperativa	3.00
	Credits	15
Second Year		
Fall Term		
<a href="#">ECE-154ES</a>	Desarrollo del Lenguaje y la Alfabetización	4.00
<a href="#">ECE-179ES</a>	El Profesional en Educación Infantil	4.00
<a href="#">ECE-221ES</a>	Observación y Orientación II en Educación Temprana	4.00
<a href="#">ECE-241ES</a>	Ambientes y Planificación Curricular para Bebés y Niños Pequeños	3.00
	Credits	15
Winter Term		
<a href="#">ECE-169ES</a>	Trabajar con Niños con Necesidades Especiales	4.00
<a href="#">ECE-239ES</a>	Prácticas informadas por el trauma en el cuidado y la educación de la primera infancia	4.00
<a href="#">ECE-254ES</a>	Estrategias de Instrucción para Estudiantes de Dos Idiomas	4.00
<a href="#">ECE-291ES</a>	Practicum II	4.00
	Credits	16
Spring Term		
<a href="#">COMM-111ESZ</a>	Hablando en publico	4.00
<a href="#">ECE-114ES</a>	Matemáticas y ciencias para niños pequeños	3.00
<a href="#">ECE-292ES</a>	Practicum III	4.00
<a href="#">HPE-295ES</a>	Salud y aptitud física para la vida	3.00



Credits

14

Total Credits

90

Los cursos deben aprobarse con una C o major

Reviewer

Comments

# Program Change Request

Date Submitted: 01/12/26 3:14 pm

Viewing: **CC.ECEFSES : Educación infantil y estudios familiares**

Last approved: 06/05/24 7:41 am

Last edit: 01/13/26 7:08 am

Changes proposed by: Dawn Hendricks (dawn.hendricks)

Catalog Pages Using  
this Program

[Educación infantil y estudios familiares, Certificate](#)

Change Type

## 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

### Approval Path

- 1. 01/13/26 7:54 am  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
- 2. 01/13/26 12:24 pm  
Laurette Scott (laurette): Approved for EHCJ Chair
- 3. 01/15/26 9:55 am  
Armetta Burney (armetta.burney):  
Approved for DTPS Dean

### History

- 1. Oct 6, 2022 by clmig-kxayasene
- 2. Apr 3, 2023 by Megan Feagles (megan.feagles)
- 3. May 22, 2023 by Megan Feagles (megan.feagles)

- 4. Jun 5, 2023 by Megan Feagles (megan.feagles)
- 5. Mar 21, 2024 by Megan Feagles (megan.feagles)
- 6. May 23, 2024 by Megan Feagles (megan.feagles)
- 7. Jun 5, 2024 by Megan Feagles (megan.feagles)

## Program Overview

Name of Proposed Program	
Educación infantil y estudios familiares	
Program Code	CC.ECEFSSES
Award (CCWD)	
Certificate (45-60 credits) (CC1)	
Type of Program	Certificate of Completion (CC)
(CCC)	
Educational Focus	Teaching and Education
Area	
Effective Catalog	2026-2027
Edition	
Career Area	Human Resources
Department	Education, Human Services and Criminal Justice
Division	Technology, Applied Science and Public Services (TAPS)
Other locations (institutions) this Program will be offered	
CIP Code	19.0708 - Child Care and Support Services Management.

Was your Advisory Committee notified of the change(s)?

Yes

Please attach [ECEFS Committee Meeting Minutes 2-12-25.pdf](#)  
documentation  
(meeting minutes,  
email confirmation,  
etc).

## Program Award Information

### Program Learning Outcomes (PLOs)

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

	Outcome(s)
1	explicar el desarrollo y aprendizaje de los niños en contexto;
2	promover asociaciones entre las familias y los maestros, y conexiones con la comunidad;
3	practicar evaluación, documentación y observación de los niños;
4	implementar estrategias de enseñanza apropiadas al desarrollo, a la cultura y a la lingüística;
5	integrar el contenido académico en el currículo de la niñez temprana;
6	demostrar profesionalismo como educador de la niñez temprana.

### Proposed Curriculum

#### Plan of Study Grid

First Year

Fall Term

<a href="#">ECE-150ES</a>	Introducción a la educación infantil y los estudios familiares	Credits
<a href="#">FYE-101ES</a>	Experiencia de Primer Año (first Year Experience en español)	4.00
<a href="#">HDF-225ES</a>	Desarrollo de las Etapas Prenatal, Infantes y de Niños Pequeños	2.00
<del>WR-124ES</del>	<del>Escritura de ensayos de nivel universitario en Español</del>	4.00
<a href="#">ECE-235ES</a>	<a href="#">Seguridad, Salud, y Nutrición</a>	3.00
Credits		13

Winter Term

<u>ECE-121ES</u>	Observación y Orientación I en Educación Temprana	4.00
<u>ECE-235ES</u>	<u>Seguridad, Salud, y Nutrición</u>	<del>3.00</del>
<u>ECE-170ES</u>	<u>Course ECE-170ES Not Found</u>	<u>1.00</u>
<u>HDF-247ES</u>	Desarrollo y crecimiento en la niñez: preescolar hasta la adolescencia	4.00
<u>MTH-050ES</u>	Matemáticas Técnicas I	4.00
<u>WR-124ES</u>	<u>Escritura de ensayos de nivel universitario en Español</u>	<u>4.00</u>
	Credits	17
Spring Term		
<u>ECE-240ES</u>	Ambientes y Planificación Curricular	4.00
<u>ECE-246ES</u>	Relaciones entre la escuela, la familia y la comunidad	4.00
<u>ECE-258ES</u>	Equidad y Diversidad en La Educación Infantil	4.00
<u>ECE-280ES</u>	Experiencia Laboral Cooperativa	<u>3.00</u>
	Credits	15
	Total Credits	45
Los cursos deben aprobarse con una C o mayor		

Reviewer

Comments