

	Presenter	Action
1. Welcome	Chair	
2. Approval of Minutes	Chair	Approval
3. Consent Agenda a. Course Number Changes b. Course Title Change c. Reviewed Outlines for Approval	Chair	Approval
4. Course and Program Approvals a. Healthcare Careers CC Amendment b. Accounting Changes a. Accounting AAS Amendment b. Accounting Clerk CC Amendment c. IDTD Amendments a. Electronics Engineering Technology AAS b. Electronics Engineering Technology CC c. Microelectronics Systems Technology AAS d. Microelectronics Systems Technology CC d. Project Management Amendments a. Project Management AAS b. Project Management Tools & Techniques CPCC c. Project Management CC e. Cybersecurity a. New Courses i. CS-122 ii. CS-123 iii. CS-132 iv. CS-172 v. CS-173 vi. CS-192 vii. CS-212 viii. CS-222 ix. CS-232 x. CS-242 b. New Programs i. Cybersecurity Operations Foundations CC ii. Cybersecurity Operations Support AAS	Virn Chambers Joan San-Claire Mike Farrell Sabrina Rahn Joel Rendon	Approval/26.SU Approval/26.SU Approval/26.SU Approval/26.SU Approval/26.SU Approval/26.SU Approval/26.SU Approval/26.SU Approval/26.SU Approval/26.SU Approval/26.SU Approval/26.SU Approval/26.SU Approval/26.SU Approval/26.SU Approval/26.SU Approval/26.SU Approval/27.SU Approval/27.SU

<p>5. Old Business</p> <p>a. General Education Certification for Common Course Numbering (CCN) Courses</p> <p>b. PE/Health/Safety First Aid Related Instruction Requirement</p>	<p>General Education Sub-Committee Joan San-Claire</p>	<p>Discussion</p> <p>Discussion</p>
<p>6. New Business</p> <p>a.</p>		
<p>7. Closing Comments</p>		

Present: Keely Baca, Dustin Bare, Nora Brodnicki (Co-Chair), Armetta Burney, Debra Carino, Elizabeth Carney, Amanda Coffey, Craig Connors, Ephanie Debey, Ada Echevarria, Megan Feagles (Recorder), Erin Gravelle, Kari Hiatt, 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, AJ Smith, April Smith, Aundrea Snitker, Sarah Steidl, Chris Sweet, Dru Urbassik

Guests:

Absent: ASG, Virginia Chambers, Jordan Gulley, Danielle Hoffman, Frank Kilders, Wryann Van Riper

1. Welcome

2. Approval of Minutes

- a. Approval of the March 20, 2026 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. **MTH-111Z Instructional Method/Hours Change**

- a. Kelly Mercer presented
b. Proposed change from 44 LECT to 33 LECT, 33 LAB. Remaining at 4 credits. Effective 2026/FA
c. The change is intended to give sufficient class time for active & collaborative learning, just-in-time review, and building college success skills.

Motion to approve, approved

b. **New Programs**

Dru Urbassik presented

- a. Human Development and Family Services (AAT)
i. Major Transfer Maps (MTM) are major-specific transfer degrees that allow students to transfer credits from Oregon community colleges to Oregon public universities if the participating institutions offer programs in the MTM subject area.
ii. Human Service Development and Family Services MTM was approved on 4/10/25 and is required to be in the 27-28 catalog. Will not be offered or advertised sooner than 27-28.
- b. Human Development and Family Services (AST)
i. Human Service Development and Family Services MTM was approved on 4/10/25 and is required to be in the 27-28 catalog. Will not be offered or advertised sooner than 27-28.
- c. Psychology (AST)
i. Psychology MTM was approved on 8/14/25 and is required to be in the 27-28 catalog. Will not be offered or advertised sooner than 27-28.
ii. Should the three PSY courses be removed from Social Science Gen Ed list since they will only count as "Psychology Specific Requirements" and can't be counted as Social Science Gen Ed.
1. Yes, Dru will remove them from the Social Science Gen Ed list.
- d. Sociology (AAT)
i. Sociology MTM was approved on 4/10/25 and is required to be in the 27-28 catalog. Will not be offered or advertised sooner than 27-28.
ii. Updated Social Science to remove SOC courses that can't be counted in multiple areas.
- e. Sociology (AST)

- i. Sociology MTM was approved on 4/10/25 and is required to be in the 27-28 catalog. Will not be offered or advertised sooner than 27-28.

Motion to approve, approved

c. Common Course Numbering (CCN)

a. CCN Courses

- i. See agenda packet for full list.
- ii. Courses approved for CCN are from a list of the most transferred, lower-division courses, and are aligned as directed by Senate Bill (SB) 233 (2021). Alignment includes course title, name, number, subject code, credits, description, and learning outcomes.
- iii. No change to credits
- iv. CH-112 previously had a CH-112L lab corequisite. CH-112Z will not have a lab component.
- v. CH-104Z Lecture and CH-124Z Lab graded separately whereas before were graded together.

Motion to approve, approved

b. CCN-Related Course Changes

- i. See agenda packet for full list.
- ii. Updating lab courses to match CCN titles and have "LZ" at the end
- iii. Updating seminar courses to match CCN titles and have "SZ" at the end
- iv. Most of the changes are updating requisites
- v. Inactivating CH-104 and CH-104L because they are now CH-104Z and CH-124Z and they will both be graded.
- vi. Inactivating CH-112L because CH-112Z does not have a lab component
- vii. Inactivating CH-221, 221L, 222, 222L, 223, and 223L because they were replaced with CCN courses last year

Motion to approve, approved

c. CCN-Related Program Amendments

- i. See agenda packet for full list.
- ii. 43 program amendments. No change to total credits.
- iii. CH-112Z was not included in programs where the Science/Math/Computer Science Gen Ed requirement specified a lab course.

Motion to approve, approved

5. Old Business

a.

6. New Business

a. Courses Scheduled for Inactivation starting 2027-2028

- i. Curriculum Office presented
- ii. This is the 1st of 3 reminders
- iii. Courses that haven't been offered since 2024/SP are scheduled for inactivation on 6/30/27.
- iv. To prevent inactivation, the course must be offered during the 26-27 year, OR JUST ASK US NOT TO INACTIVATE IT.
- v. The list is posted under Additional Documents and is updated frequently. The link will be included in the Curriculum Committee approval email today.
- vi. The 2nd reminder will be in October of the next academic year.

b. Curriculum Committee Membership 2026-2027

- i. Deans are responsible for filling vacancies in their areas.
- ii. We have many open positions including the Chair position.
- iii. Currently Virn is occupying a position that should be filled by faculty.

7. Closing Comments

-Meeting Adjourned-

Next Meeting: April 17, 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
AM-101	Intro to Automotive Service Technology	2026/SU
AM-129	Electrical Systems I	2026/SU
APR-117UM	Special Tester Overview	2026/SU
ART-100A	Jewelry Making Techniques	2026/SU
ART-120	Creativity/Ideation	2026/SU
BA-125	Project Management Prep	2026/SU
BA-127	Project Management: Agile & Change	2026/SU
BA-128	Project Management: Leadership Strategies	2026/SU
BA-264	Project Management Tools	2026/SU
BA-268	Applied Project Demonstration	2026/SU
ECE-292	Practicum III	2026/SU
ECE-292ES	Practicum III	2026/SU
ENG-107	World Literature: Ancient Through Classical	2026/SU
ENG-108	World Literature: Early Middle Ages through the	2026/SU
ENG-109	World Literature: The 19th through 21st	2026/SU
ENG-116	Introduction to Literature: Comics	2026/SU
ENG-204	British Literature: Ancient to Enlightenment	2026/SU
ENG-205	British Literature: Romantic to Contemporary	2026/SU
ENG-253	American Literature: Pre-Columbian to Civil War	2026/SU
ENG-254	American Literature: 1865 to Present	2026/SU
ENG-255	American Literature: Topics in American	2026/SU
ENG-271	World Literature: Ancient Through Classical	2026/SU
ENG-272	World Literature: Early Middle Ages through the	2026/SU
ENG-273	World Literature: the 19th Through 21st	2026/SU
HP-120	Introduction to Health Sciences	2026/SU
TA-122	Costuming II	2026/SU
TA-123	Costuming III	2026/SU
TA-211	Technical Theatre Study	2026/SU

Course Change Request

Date Submitted: 03/23/26 11:23 am

Viewing: **AM-101 : Intro to Automotive Service Technology**

Last approved: 04/20/24 3:23 am

Last edit: 03/23/26 11:23 am

Changes proposed by: Melissa Harris (melissa.harris)

Catalog Pages
referencing this
course

- [Automotive Service Technology \(AM\)](#)
- [Automotive Service Technology, AAS](#)
- [Under Car Technician - Automatic Transmission, Career Pathway Certificate](#)
- [Under Car Technician - Manual Transmission, Career Pathway Certificate](#)

Programs
referencing this
course

- [AAS.AUTOSERTECH: Automotive Service Technology](#)
- [CC.UNDRCARTECAUTO: Under Car Technician - Automatic Transmission](#)
- [CC.UNDERCARTECMAN: Under Car Technician - Manual Transmission](#)

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. 03/23/26 12:12 pm
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 04/09/26 10:59 am
Erin Gravelle (erin.gravelle):
Approved for DTPS Curriculum Committee Outline Review Team

History

1. Nov 4, 2023 by
Megan Feagles (megan.feagles)
2. Apr 20, 2024 by
Sharon Brown (sharonbr)

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

dustinb@clackamas.edu

Course Prefix AM - Automotive Service Technology

Course Number 101

Department Automotive and Welding Department

Division Technology, Applied Science and Public Services (TAPS)

Course Title Intro to Automotive Service Technology

Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit No

Min Credit 2.00

Variable Credit No

Contact hours

Lecture 24.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 24

Proposed Effective Summer 2026

Term

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

Course Description

This course will prepare students for success in the Automotive Service Technology Program. Shop orientation and automotive industry safety training will be provided. Students can earn industry-recognized certificates. Students will be exposed to industry-recognized online service information. Students will also be introduced to tasks that align with the Auto Service Excellence Education Foundation (ASEEF) Master Automotive Service Technician (MAST) program accreditation.

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

MTH-020 or placement in MTH-050, and placement in WRD-090

Corequisites

AM-129 and AM-130 ~~AM-129, AM-130, AM-131, AM-133, AM-135, or AM-142~~

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 Fall/Winter/Spring

Will this class use library resources?

No

Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	identify tools and shop equipment;
2	identify all ASE Education Foundation required supplemental tasks;
3	complete testing requirements to earn industry-recognized safety certifications.

Major Topic Outline

1. Program/CCC Orientation a. Portfolio development b. Careers in Automotive Service Area c. Safety, Environmental and Health Concerns d. Tools, Shop Equipment and Measuring e. Principles, Math and Calculations f. Vehicle Service Information, Identification and Routine Maintenance
2. ASEEF Required Supplemental Tasks a. Shop and Personal Safety b. Tools and

Equipment c. Preparing Vehicle for Service d. Preparing Vehicle for Customer e. Work Habits and Ethics f. Workplace Employability Skills

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

Reviewer Comments

Course Change Request

Date Submitted: 03/23/26 11:28 am

Viewing: **AM-129 : Electrical Systems I**

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

Last edit: 03/23/26 11:28 am

Changes proposed by: Melissa Harris (melissa.harris)

Catalog Pages
referencing this
course

[Automotive Service Technology_\(AM\)](#)

[Automotive Service Technology, AAS](#)

[Under Car Technician - Automatic Transmission, Career Pathway
Certificate](#)

[Under Car Technician - Manual Transmission, Career Pathway
Certificate](#)

Programs
referencing this
course

[AAS.AUTOSERTECH: Automotive Service Technology](#)

[CC.UNDRCARTECAUTO: Under Car Technician - Automatic Transmission](#)

[CC.UNDERCARTECMAN: Under Car Technician - Manual Transmission](#)

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. 03/23/26 12:12 pm
Megan Feagles
(megan.feagles):
Approved for
Curriculum Office
2. 04/09/26 10:58 am
Erin Gravelle
(erin.gravelle):
Approved for DTPS
Curriculum
Committee Outline
Review Team

History

1. Nov 4, 2023 by
Megan Feagles
(megan.feagles)
2. Apr 20, 2024 by
Sharon Brown
(sharonbr)
3. Jun 8, 2024 by Jay
Leuck (jayl)

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

dustinb@clackamas.edu

Course Prefix AM - Automotive Service Technology

Course Number 129

Department Automotive and Welding Department

Division Technology, Applied Science and Public Services (TAPS)

Course Title Electrical Systems I

Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit Yes

Min Credit 5.00

Variable Credit No

Contact hours

Lecture

Lec/Lab 100.00

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 100

Proposed Effective Summer 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 is designed to provide students with the entry-level skills necessary to repair automobile electrical systems. Students will learn about general electrical systems diagnosis; servicing and repair of batteries, starting systems, and charging systems.

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

MTH-020 or placement in MTH-050, and placement in WRD-090

Corequisites

Prerequisites or Corequisites

[AM-101 with a C or better](#)

Recommended

Prerequisites

~~AM-101 with a C or better, or Student Petition~~

Corequisites

[AM-130](#)

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)

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	discuss and diagnose general electrical systems;
2	perform battery diagnosis and service;
3	diagnose and repair starting systems;
4	diagnose and repair charging systems.

Major Topic Outline

1. Electrical fundamentals 2. Electrical circuits and Ohm's Law 3. Series, parallel, and series-parallel circuits 4. Circuit testers and digital meters 5. Automotive wiring and wiring repair 6. Wiring schematics and circuit testing 7. Magnetism and electromagnetism 8. Batteries: testing and service 9. Cranking system: diagnosis and service 10. Charging system: diagnosis and service

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: 10/28/25 12:13 pm

Viewing: **APR-117UM : Special Tester Overview**

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

Last edit: 03/16/26 12:00 pm

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 12:17 pm
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 04/01/26 12:52 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 117UM

Department Apprenticeship

Division Technology, Applied Science and Public
Services (TAPS)

Course Title Special Tester 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 Summer 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

Apprentices will experience the daily duties of Special Testers as they do power quality testing and troubleshooting. They will learn what computer skills and applications are required, and meet the many work groups that Special Testers come in contact with. 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

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	explain why Special Testers review prior days work with information sharing between the testers;
2	give examples of how to perform power quality tests, troubleshooting, interpret results and make recommendations on repairs;
3	explain why Special Testers have to be willing and able to work at remote temporary location assignments including nights, weekends, callouts including storms and holidays;
4	explain the importance of working without direct supervision at remote locations away from headquarters with accountability to produce to all expectations, both in quality and quantity;
5	name the different work groups Special Testers are in contact with: Engineers, Repair, Key Customer Group, Line Crews, Dispatch, System Control, Power Quality and Service Design;
6	cite how Special Testers locate power quality issues; underground faults, cable fault, proof test new installs/feeders, locating power lines and the equipment used

Upon successful completion of this course, students should be able to:	
	on different job sites;
7	name the different computer and specific applications used by Special Testers on a daily basis for different equipment such as: OMS, TIVO, Service Link, Transformer, PIE, etc.;
8	explain how infrared equipment is used by Special Testers and which applications it is best suited for.

Major Topic Outline

1. Reviewing prior days work. 2. Power quality testing/troubleshooting. 3. Working in remote locations and on callouts. 4. Special Testers are in contact with multiple groups. 5. Computer skills and specific applications with equipment used. 6. Infrared equipment.

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: 04/05/26 11:09 am

Viewing: **ART-100A : Jewelry Making Techniques**

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

Last edit: 04/05/26 11:09 am

Changes proposed by: Nora Brodnicki (norab)

Catalog Pages
referencing this
course
[Art \(ART\)](#)

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. 04/06/26 6:51 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 04/07/26 1:26 pm
Ephanie Debey (ephanie.debey):
Approved for DASC Curriculum Committee Outline Review Team

History

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

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix ART - Art

Course Number 100A

Department Art

Division Arts and Sciences

Course Title Jewelry Making Techniques

Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit Yes

Min Credit 1.00

Variable Credit No

Contact hours

Lecture

Lec/Lab 22.00

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community
Education/Adult

Total 22

Proposed Effective Summer 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

Various topics will introduce techniques in: construction, forming, fabrication, soldering, inlay, etching, mold making, casting, stone setting, chain making and silversmithing. Students will be encouraged to create and design their own jewelry with both meaning and function. Historical and contemporary issues surrounding jewelry and body adornment will be presented and discussed during the course. May be repeated for up to 3 credits.

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?

Yes

Up to how many credits can this course be repeated to satisfy a degree requirement? 3

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?

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	create works that demonstrate understanding of materials and techniques;
2	create works that demonstrate understanding of design elements;
3	identify metal works of the past and the present from different cultures;
4	demonstrate group and self-critiquing skills.

Major Topic Outline

1. Basic Jewelry Making. A. Create original works of art using a variety of metal working techniques. B. Develop skills in the fabrication of sheet metal.
2. Small Decorative Box and Locket Making. A. Create a small decorative boxes and lockets. B. Develop skills in: sawing, filing, soldering, roll printing, etching, simple hinging, scoring, bending and pressure fitting lids.
3. Ring making. A. Create original jewelry focusing on rings. B. Develop skills in soldering,

dapping, forming, fabrication, forging, metal inlay, and stone setting in silver and non-precious metals. 4. Jewelry Casting, A. Create original jewelry using lost wax casting technique, B. Develop skills in lost wax casting, wax working, mold making, centrifugal casting, cuttlefish casting, embossing and fabrication.

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)

[This course transfers as a lower-level art course](#)

How does it transfer?

general elective

Evidence of transferability

[Correspondence with receiving institution \(mail, fax, email, etc.\)](#)

OUS school to which the course will transfer

UO - University of Oregon

Comparable

course(s)

[This course transfers as a lower-level art course](#)

How does it transfer?

general elective

Evidence of transferability

[Other. Please explain.](#)

Explanation of other evidence of transferability

[past students](#)

Please attach documentation

Reviewer Comments

Course Change Request

Date Submitted: 04/06/26 7:25 am

Viewing: **ART-120 : Creativity/Ideation**

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

Last edit: 04/07/26 10:51 am

Changes proposed by: Nora Brodnicki (norab)

Catalog Pages
referencing this
course

[Art \(ART\)](#)

[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](#)

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. 04/06/26 6:53 am
Megan Feagles (megan.feagles):
Rollback to Initiator
2. 04/06/26 7:27 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
3. 04/07/26 10:30 am
Gentiana Loeffler (gentiana.loeffler):
Approved for DASC Curriculum Committee Outline Review Team

History

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

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix ART - Art

Course Number 120

Department Art

Division Arts and Sciences

Course Title Creativity/Ideation

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 11.00

Lec/Lab 22.00

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community
Education/Drivers
Ed

Community
Education/Adult

Total 33

Proposed Effective Summer 2026
Term

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

Yes

Course Description

This course introduces students to techniques for bringing ideas to life. In this course, students will be introduced to a variety of techniques and creative problem-solving strategies that involve the generation, development and communication of ideas. This course is not just for artists, it is for everyone. ~~Have a great idea, want to further explore your ideas and creativity? Experience the process of generating ideas and developing creative problem-solving strategies. This course includes experimentation, collaboration, non-traditional methods and psychological aspects of creating and synthesizing ideas. This course is not just for artists, it is for everyone who wants to develop an idea.~~

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Elective Only

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in

Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

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>articulate and demonstrate creative practices and the process of idea development;</u> articulate principles of creative practices;
2	demonstrate the process of idea development;
<u>2</u> 3	use creative problem-solving skills to explore time, space and form;
<u>3</u> 4	participate in self and group-critiques;
<u>4</u> 5	understand and identify historical and contemporary ideas and issues related to ideas and creativity.

Major Topic Outline

1. Develop strategies for generating ideas. 2. Follow the creative process from observation, concept development and fabrication to documentation and critical assessment. 3. Develop collaborative skills with fellow students.

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)

[ART-105 Ideation](#) ~~ART-102~~ at PSU

How does it transfer?

general elective

required or support for major

Evidence of transferability

[Other. Please explain.](#)

Explanation of other evidence of transferability

[Website and conversations with PSU when the course was originally developed](#)

OUS school to which the course will transfer

[UO - University of Oregon](#)

Comparable

course(s)

[Transfers as an art elective](#)

How does it transfer?

[general elective](#)

Evidence of transferability

[Other. Please explain.](#)

Explanation of other evidence of transferability

[Transferology website](#)

Please attach documentation

Reviewer Comments

Megan Feagles (megan.feagles) (04/06/26 6:53 am): Rollback: please list at least 2 transfer schools

Course Change Request

Date Submitted: 03/10/26 10:48 am

Viewing: **BA-125 : Project Management Prep**

Last edit: 03/16/26 12:10 pm

Changes proposed by: Sabrina Rahn (sabrina.rahn)

Catalog Pages

referencing this
course

[Administrative Professional, AAS](#)

[Business Administration \(BA\)](#)

[Project Management Tools & Techniques, Career Pathway Certificate](#)

[Project Management, AAS](#)

[Project Management, Certificate](#)

Programs

referencing this
course

[CC.PMTOOLTECH: Project Management Tools & Techniques](#)

[AAS.PROJECTMNGT: Project Management](#)

[CC.PROJECTMNGT: Project Management](#)

[AAS.ADMINPRO: Administrative Professional](#)

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. 02/03/26 3:00 pm
Megan Feagles (megan.feagles):
Rollback to Initiator
2. 02/06/26 10:30 am
Megan Feagles (megan.feagles):
Rollback to Initiator
3. 02/15/26 12:06 pm
Megan Feagles (megan.feagles):
Rollback to Initiator
4. 03/11/26 1:40 pm
Megan Feagles (megan.feagles):
Approved for Curriculum Office
5. 04/06/26 8:01 am
Deanna Myers (deanna.myers):
Approved for DASC Curriculum Committee Outline Review Team

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix BA - Business Administration

Course Number 125

Department Business

Division Arts and Sciences

Course Title Project Management Prep

Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit Yes

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 Summer 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

Tools and processes employed in the project knowledge areas of project communication, risk, procurement, and quality. Major topics include project communication planning and preferred communication channels and approaches; risk assessment and risk management in a project environment; project procurement planning and management with an emphasis on contract types and contract awards and administration; and approaches to project quality planning, quality assurance, control and improvement.

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

BA-120

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 ~~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	identify key components of effective communication, including appropriate channel choice, encoding and decoding, with an emphasis on active and effective listening;
2	list and define the various types of risk, including elements of business risk and insurance risk;
3	assess risk components in a scenario and discuss approaches to mitigate them;
4	demonstrate a comprehensive understanding of earned value principles;

Upon successful completion of this course, students should be able to:	
5	name key issues in procurement scheduling (including elements of source selection);
6	define quality and quality management plan from a project management perspective;
7	identify the basic tools of quality (e.g. fishbone diagram, histogram, control chart, etc.) and their key elements;
8	analyze business mini-cases to demonstrate understanding of communication, risk, procurement, and quality management principles.

Major Topic Outline

1. Stakeholdering and communication planning 2. Communication tools 3. Types of risk 4. Evaluating and planning for risk 5. Consequences of risk in project management 6. Earned value 7. Procurement planning and source selection 8. Corporate teaming, contracts, and legal issues 9. Project quality planning, quality control and quality improvement 10. Tools for managing project quality

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)

[BA-LDT](#)

How does it transfer?

[general elective](#)

Evidence of transferability

[Other. Please explain.](#)

Explanation of other evidence of transferability

[Transfer equivalency site](#)

OUS school to which the course will transfer

[WOU - Western Oregon University](#)

Comparable
course(s)

[BA 1XX LOWER DIVISION ELECTIVE](#)

How does it transfer?

[general elective](#)

Evidence of transferability

[Other. Please explain.](#)

Explanation of other evidence of transferability

[Transferability website.](#)

Please attach documentation

Reviewer Comments

Megan Feagles (megan.feagles) (02/03/26 3:00 pm): Rollback: same notes as other courses. Need one more transfer school listed. Course is listed in fall for Project Management CC and Project Management Tools & Techniques CC. Update those programs or update the outline to include fall term

Megan Feagles (megan.feagles) (02/06/26 10:30 am): Rollback: Course is listed in fall for Project Management CC and Project Management Tools & Techniques CC. Update those programs or update the outline to include fall term

Megan Feagles (megan.feagles) (02/15/26 12:06 pm): Rollback: course is still listed in fall for CC.PMTOOLTECH : Project Management Tools & Techniques. Update the program or update the outline to include fall term

Key: 283

[Preview Bridge](#)

Course Change Request

Date Submitted: 02/15/26 11:43 am

Viewing: **BA-127 : Project Management: Agile & Change Management**

Last approved: 11/07/23 5:05 am

Last edit: 03/16/26 12:16 pm

Changes proposed by: Sabrina Rahn (sabrina.rahn)

Catalog Pages
referencing this
course

[Administrative Professional, AAS](#)

[Business Administration \(BA\)](#)

[Project Management Tools & Techniques, Career Pathway Certificate](#)

[Project Management, AAS](#)

[Project Management, Certificate](#)

Programs
referencing this
course

[CC.PMTOOLTECH: Project Management Tools & Techniques](#)

[AAS.PROJECTMNGT: Project Management](#)

[CC.PROJECTMNGT: Project Management](#)

[AAS.ADMINPRO: Administrative Professional](#)

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. 02/03/26 3:02 pm
Megan Feagles (megan.feagles):
Rollback to Initiator
2. 02/15/26 12:07 pm
Megan Feagles (megan.feagles):
Approved for Curriculum Office
3. 02/18/26 2:34 pm
Gentiana Loeffler (gentiana.loeffler):
Approved for DASC Curriculum Committee Outline Review Team

History

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

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix BA - Business Administration

Course Number 127

Department Business

Division Arts and Sciences

Course Title Project Management: Agile & Change 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 Summer 2026
Term

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

Yes

Course Description

This course introduces students to the basic concepts and principles of Agile and Change Management. Students explore the foundation of the Agile approach for managing projects, the Agile Manifesto and Agile principles & values. Students work in small teams to experience an Agile project team environment. Value-driven delivery and adaptive project planning are defined. Students will gain an understanding in how being agile in business practices can ease the implementation of organizational change. This course will also instruct students in how to identify what drives organizational change and how to lead & communicate through change. Students will learn about creating and sustaining an organizational culture for change and moving forward.

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-120 ~~and BA-125~~

Corequisites

Prerequisites or Corequisites

[BA-125](#)

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 ~~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	describe how agile and change management work together;
2	describe the agile mindset and the 12 agile principles;
3	identify common stages in the agile life cycle and list activities critical to each;
4	define adaptive planning, iterations, and user stories;
5	describe the roles and responsibilities of an agile project team;
6	examine change management and what drives organizational change;

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

7	examine emotional intelligence and recognize why it is important to agile and change management;
8	formulate how to effectively communicate through change;
9	analyze the importance of creating and sustaining an organizational culture of change.

Major Topic Outline

- 1.agile and change management overview 2.agile mindset, principles, and values 3.agile lifecycle 4.agile adaptive planning and iterations 5.agile project teams 6.organizational change 7.managing & leading change 8.emotional intelligence 9.communicating through change 10.sustaining an agile and organizational change culture

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

Course Transferability

OUS school to which the course will transfer

[EOU - Eastern Oregon University](#)

Comparable
course(s)

BA-LDT

How does it transfer?

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Transfer equivalence site

OUS school to which the course will transfer

OSU - Oregon State University

Comparable
course(s)

BA LDT PROJECT MANAGMENT: LEADERSHIP

How does it transfer?

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Transferability website.

Please attach documentation

Reviewer Comments

Megan Feagles (megan.feagles) (02/03/26 3:02 pm): Rollback: need another transfer school listed. Listed in spring for Project Management AAS. Either update the program to list the course in winter, or update the outline to include spring term

Course Change Request

Date Submitted: 03/10/26 10:49 am

Viewing: **BA-128 : Project Management:**

Leadership Strategies

Last approved: 11/07/23 5:05 am

Last edit: 03/16/26 12:10 pm

Changes proposed by: Sabrina Rahn (sabrina.rahn)

Catalog Pages
referencing this
course

[Administrative Professional, AAS](#)

[Business Administration \(BA\)](#)

[Emergency Management Professional, AAS](#)

[Project Management Tools & Techniques, Career Pathway Certificate](#)

[Project Management, AAS](#)

[Project Management, Certificate](#)

Programs
referencing this
course

[CC.PMTOOLTECH: Project Management Tools & Techniques](#)

[AAS.PROJECTMNGT: Project Management](#)

[CC.PROJECTMNGT: Project Management](#)

[AAS.ADMINPRO: Administrative Professional](#)

[AAS.EMP: Emergency Management Professional](#)

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. 02/03/26 2:45 pm
Megan Feagles (megan.feagles):
Rollback to Initiator
2. 02/06/26 10:36 am
Megan Feagles (megan.feagles):
Rollback to Initiator
3. 02/15/26 12:09 pm
Megan Feagles (megan.feagles):
Rollback to Initiator
4. 03/11/26 1:43 pm
Megan Feagles (megan.feagles):
Approved for Curriculum Office
5. 04/03/26 4:51 pm
Kerrie Hughes (kerrieh): Approved for DASC Curriculum Committee Outline Review Team

History

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

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix BA - Business Administration

Course Number 128

Department Business

Division Arts and Sciences

Course Title Project Management: Leadership Strategies

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 Summer 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 is an introductory course for students to explore different leadership styles. Through introspective exercises/assignments, students will have opportunities to find their leadership voice. Topics include the comparisons among various leadership versus management paradigms, mediation and negotiation techniques, employee engagement, team building, mentor-ship, tactical planning, creative decision-making, managing crisis conversations, and emotional intelligence.

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

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in
Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall/Spring ~~Fall/Winter~~

Will this class use library resources?

No

Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	formulate and implement effective leadership strategies;
2	review leadership assessment tools, which may include: Strength Finders, Thomas Killman's Conflict style, DISC, EI, and other types;
3	analyze and apply individual leadership qualities to oneself;
4	identify ways to create and foster reoccurring motivational environments to heighten employee engagement;

	Upon successful completion of this course, students should be able to:
5	develop skill sets for optimum team dynamics, team building, subject matter expertise (SME) management, and succession planning;
6	explain tactics to optimize employee-recruitment strategies that promote employee retention or decrease employee turnover;
7	create a negotiation framework addressing internal and external factors that undermine successful outcomes;
8	evaluate methods to achieve accountability for alignment with the organization's vision, mission, goals, and core values;
9	analyze successful practices of servant leaders, ethical decision-making, and employee-centric business environments;
10	compare laws, policies, codes of conduct, and typical practices that constrain or promote managerial autonomy in decision-making;
11	formulate practices that apply to strong holistic working conditions that promote open dialog and critical discourse;
12	identify culturally responsive managerial practices to ensure diversity, inclusivity, and equity among employees or work groups.

Major Topic Outline

1.Workplace Emotional Intelligence 2.Appreciation vs recognition 3 Conflict Assessment
4.Stress Management 5.Ethical Decision Making 6.Equity Framework 7.Negotiations Canvas
8.Corporate Social Responsibility 9.Train the Trainer - Final

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)

[Business elective](#)

How does it transfer?

[other \(provide details\)](#)

Details of how course transfers

[Elective](#)

Evidence of transferability

[Other. Please explain.](#)

Explanation of other evidence of transferability

[Talked to program lead.](#)

OUS school to which the course will transfer

[WOU - Western Oregon University](#)

Comparable

course(s)

[BA 1XX LOWER DIVISION ELECTIVE / transfers the same as BA-123](#)

How does it transfer?

[general elective](#)

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Transferability website.

Please attach documentation

Reviewer Comments

Megan Feagles (megan.feagles) (02/03/26 2:45 pm): Rollback: Lower Division Collegiate courses need to transfer to at least 2 universities. Please add at least 1 more school and resubmit. Also this courses is listed in winter in the Project Management CC and Project Management Tools & Techniques programs. Either update the offering term to include winter or submit amendments for those programs please.

Megan Feagles (megan.feagles) (02/06/26 10:36 am): Rollback: This course is listed in winter in the Project Management CC and Project Management Tools & Techniques programs. Either update the offering term to include winter or submit amendments for those programs please.

Megan Feagles (megan.feagles) (02/15/26 12:09 pm): Rollback: course is still listed in winter in the CC.PMTOOLTECH : Project Management Tools & Techniques. Either update the offering term to include winter or update the program.

Key: 4176

[Preview Bridge](#)

Course Change Request

Date Submitted: 03/10/26 10:49 am

Viewing: **BA-264 : Project Management Tools**

Last approved: 11/07/23 5:05 am

Last edit: 03/16/26 12:11 pm

Changes proposed by: Sabrina Rahn (sabrina.rahn)

Catalog Pages
referencing this
course

[Administrative Professional, AAS](#)

[Business Administration \(BA\)](#)

[Computer & Network Administration, AAS](#)

[Computer & Network Administration, Certificate](#)

[Computer Application Specialist, Certificate](#)

[Course Descriptions](#)

[Emergency Management Professional, AAS](#)

[Project Management Tools & Techniques, Career Pathway Certificate](#)

[Project Management, AAS](#)

[Project Management, Certificate](#)

Programs
referencing this
course

[CC.PMTOOLTECH: Project Management Tools & Techniques](#)

[AAS.PROJECTMNGT: Project Management](#)

[CC.PROJECTMNGT: Project Management](#)

[AAS.COMPNETADMIN: Computer & Network Administration](#)

[CC.COMPNETADMIN: Computer & Network Administration](#)

[CC.COMPAPPSPECIAL: Computer Application Specialist](#)

[AAS.ADMINPRO: Administrative Professional](#)

[AAS.EMP: Emergency Management Professional](#)

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. 02/03/26 2:47 pm
Megan Feagles (megan.feagles):
Rollback to Initiator
2. 02/04/26 6:38 am
Megan Feagles (megan.feagles):
Rollback to Initiator
3. 02/15/26 12:11 pm
Megan Feagles (megan.feagles):
Rollback to Initiator
4. 03/11/26 1:43 pm
Megan Feagles (megan.feagles):
Approved for Curriculum Office
5. 04/07/26 10:28 am
Gentiana Loeffler (gentiana.loeffler):
Approved for DASC Curriculum Committee Outline Review Team

History

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

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix BA - Business Administration

Course Number 264

Department Business

Division Arts and Sciences

Course Title Project Management Tools

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 Summer 2026

Term

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

Yes

Course Description

This course introduces students to three tools used in managing projects: Microsoft Teams, Microsoft Planner, and Microsoft Project. Students examine the criteria for selecting the right project management tool for task management, work management, and project management. Students learn how to use these tools for communicating and collaborating with project team members and stakeholders; planning a project, adding project tasks, assigning resources and costs; building a project schedule, moving tasks to different phases, tracking project progress, and properly closing out a project. Students will also gain an understanding of how to share project information across applications using dashboards and reports. In addition, students will briefly explore cloud-based options as alternative project management tools.

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

~~BA-120~~

Corequisites

Prerequisites or Corequisites

BA-120

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule Print in Schedule
Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall Spring

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

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 right project software tool for task management, work management, and project management;
2	apply project management tools for collaborating, communicating, and sharing project information with project team members and stakeholders;
3	determine communication channels and groups;
4	plan a project and create/evaluate project tasks and descriptions;
5	create a project schedule and analyze status of tasks, and identify tasks to move to different phases and final approval during project execution;
6	determine assignment of tasks, resources, and costs in a project;
7	create dashboards and utilize standard and customized reports for stakeholder communication;
8	perform the steps necessary in closing out a project.

Major Topic Outline

1.Project software selection 2.Project team collaboration and communication 3.Project communication channels and groups 4.Project plan, schedule, and tasks 5.Project resource and cost assignments 6.Project tasks moving and tracking status 7.Project reports and information sharing 8.Project closeout

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) (02/03/26 2:47 pm): Rollback: this course is listed in spring in Project Management CC, Project Management AAS, and Project Management Tools & Techniques CC. Either update the outline to include spring or submit amendments for those programs.

Megan Feagles (megan.feagles) (02/04/26 6:38 am): Rollback: same reason as before. This is listed in programs in spring term but the outline now says it's offered in fall.

Megan Feagles (megan.feagles) (02/15/26 12:11 pm): Rollback: course is still listed in spring in CC.PMTOOLTECH : Project Management Tools & Techniques

Key: 4177

[Preview Bridge](#)

Course Change Request

Date Submitted: 03/10/26 10:45 am

Viewing: **BA-268 : Applied Project Demonstration**

Last approved: 11/07/23 4:59 am

Last edit: 03/16/26 12:16 pm

Changes proposed by: Sabrina Rahn (sabrina.rahn)

Catalog Pages
referencing this
course

[Business Administration \(BA\)](#)

[Project Management, AAS](#)

[Project Management, Certificate](#)

Programs
referencing this
course

[AAS.PROJECTMNGT: Project Management](#)

[CC.PROJECTMNGT: Project Management](#)

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. 02/03/26 3:04 pm
Megan Feagles (megan.feagles):
Rollback to Initiator
2. 02/06/26 10:28 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
3. 02/13/26 3:06 pm
Keely Baca (keely.baca):
Approved for DASC Curriculum Committee Outline Review Team
4. 02/23/26 9:17 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
5. 03/06/26 8:22 am
Megan Feagles

(megan.feagles):
Rollback to Initiator

6. 03/11/26 1:43 pm
Megan Feagles

(megan.feagles):
Approved for
Curriculum Office

7. 03/12/26 9:34 am
Keely Baca

(keely.baca):
Approved for DASC
Curriculum
Committee Outline
Review Team

History

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

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix BA - Business Administration

Course Number 268

Department Business

Division Arts and Sciences

Course Title Applied Project Demonstration

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 Summer 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

Students demonstrate the ability to manage a real-world project from initiation through closing. Course deliverables include project scope statement, communication management plan, risk management plan, status report with Gantt chart, and 'Lessons Learned' report and presentation. The project as well as a comprehensive exam will demonstrate knowledge acquired in prerequisite classes required for the Project Management AAS. Required: Student Petition.

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-127](#) ~~BA-120, BA-125, and BA-127~~

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

Yes

Show course in

Print in Schedule

Schedule

Hide course in catalog

No

When do you plan to offer this course?

Spring ~~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	list and define project expectations;
2	develop a project scope, timeline, needs assessment, and project outcomes;
3	design a project management plan;
4	generate a stakeholder communication plan;
5	analyze and assess risk components and develop a risk management plan;
6	deliver project expectations, both orally and in writing;
7	debrief stakeholders;
8	disseminate performance results;
9	prepare an assessment of the learning experience (what to keep, what to improve, next steps, what was learned, how it will be applied to future projects).

Major Topic Outline

1. Needs assessment. 2. Project planning templates. 3. Generating a stakeholder communication plan. 3. Designing a timeline. 4. Identifying project barriers. 5. Project management final planning stages. 6. Risk analysis and application. 7. Project presentation. 8. Project debriefing. 9. Performance results and metric design. 10. Assessment of results of learning experience.

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)

[BA-LDT](#)

How does it transfer?

[general elective](#)

Evidence of transferability

[Other. Please explain.](#)

Explanation of other evidence of transferability

[equivalency site](#)

OUS school to which the course will transfer

[WOU - Western Oregon University](#)

Comparable

course(s)

[BA 2XX LOWER DIVISION ELECTIVE](#)

How does it transfer?

[general elective](#)

Evidence of transferability

[Other. Please explain.](#)

Explanation of other evidence of transferability

[Transferability site](#)

OUS school to which the course will transfer

[PSU - Portland State University](#)

Comparable

course(s)

[BA Lower Division](#)

How does it transfer?

[general elective](#)

Evidence of transferability

[Other. Please explain.](#)

Explanation of other evidence of transferability

[Transferology](#)

Please attach documentation

Reviewer Comments

Megan Feagles (megan.feagles) (02/03/26 3:04 pm): Rollback: need to list another transfer school

Keely Baca (keely.baca) (02/13/26 3:06 pm): Reviewer added PSU to list of Course Transferability

Megan Feagles (megan.feagles) (03/06/26 8:22 am): Rollback: Curriculum Committee did not approve this course. They would like you to evaluate redundant prerequisites. The prerequisites are BA-120, BA-125, and BA-127. BA-120 is a prerequisite or corequisite for BA-125, BA-120 and BA-125 are prerequisites for BA-127.

Key: 316

[Preview Bridge](#)

Course Change Request

Date Submitted: 04/07/26 3:07 pm

Viewing: **ECE-292 : Practicum III**

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

Last edit: 04/08/26 5:31 am

Changes proposed by: Dawn Hendricks (dawn.hendricks)

Catalog Pages
referencing this
course

[Course Descriptions](#)

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

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

Programs
referencing this
course

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

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. 04/07/26 2:50 pm
Megan Feagles (megan.feagles):
Rollback to Initiator
2. 04/08/26 11:16 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
3. 04/09/26 9:43 am
Erin Gravelle (erin.gravelle):
Approved for DTPS Curriculum Committee Outline Review Team

History

1. Jun 8, 2023 by
Megan Feagles (megan.feagles)
2. Jan 3, 2024 by
Megan Feagles

(megan.feagles)
3. Mar 29, 2024 by
Megan Feagles
(megan.feagles)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix ECE - Early Childhood Education

Course Number 292

Department Education, Human Services and Criminal
Justice

Division Technology, Applied Science and Public
Services (TAPS)

Course Title Practicum III

Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass No Yes

Audit No Yes

Min Credit 4.00

Variable Credit No

Contact hours

Lecture 12.00

Lec/Lab

Lab 108.00

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 120

Proposed Effective Summer 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 field experiences for early childhood education students in a variety of educational settings, serving children from birth through kindergarten. This course allows students to deepen and apply their knowledge, methods, and skills gained from early childhood education and family studies courses as well as the previous terms of practicum and CWE. The course covers continuing observation/assessment, assisting the mentor supervising teacher in implementing an integrated approach to curriculum with attention paid to working with diverse children and their families. This course contains a required accreditation key assessment and cannot be waived or transferred in from another institution. ~~Students will complete their professional portfolio in this course, documenting how they have achieved the program learning outcomes.~~ Required: Student Petition.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Foundational Requirement

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

ECE-154, ECE-221, ~~ECE-240~~, ED-254, and ECE-291

Corequisites

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
Schedule

Hide course in catalog

No

When do you plan to offer this course?

Spring

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

Yes

Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

ECE-292ES - Practicum III

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

Upon successful completion of this course, students should be able to:	
1	<u>demonstrate positive relationships and supportive interactions as the foundation of their work with young children;</u> carry out instructional and non-instructional duties as assigned by the classroom teacher – with an emphasis on best practices– i.e. project approach and assessing & evaluating students;
2	observe, assess and analyze a child's progress in all domains of development and learning over time;
3	<u>implement teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children;</u> individualize curriculum to meet each child's needs and scaffold their learning;
4	<u>demonstrate 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;</u> plan and implement small and large group activities in collaboration with the teaching team;
5	<u>incorporate 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;</u> document achievement of the program learning outcomes, as evidenced by completion of the professional portfolio;
6	<u>explain and uphold ethical and other early childhood professional guidelines;</u> engage in advocacy action in the field of early childhood education and family studies;
7	<u>develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.</u> identify their role as a professional in the field of ECE and how to stay current in research and best practices throughout their career;
8	develop a habit of becoming a reflective practitioner in education.

Major Topic Outline

National Association for the Education of Young Children Professional Standards and Competencies

Observing and assessing children over time

Implementing the Classroom Assessment Scoring System (CLASS)

Developing positive relationships with children

Developing small and large group classroom activities

Incorporating academic content into classroom experiences

Becoming a reflective practitioner ~~Developing small and large group activities~~ ~~Assessing children's progress over time~~ ~~Becoming a reflective practitioner~~ ~~Advocating for children and families~~ ~~Working collaboratively with the classroom team~~ ~~Collaborating with families~~ ~~Developing and refining the professional portfolio~~

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)

Practicum/field experience courses are waived in the Child and Family Studies programs ~~at PSU~~
~~and SOU.~~

How does it transfer?

other (provide details)

Details of how course transfers

meets practica requirements for Child and Family Studies programs

Evidence of transferability

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable
course(s)

Practicum/field experience courses are waived in the Child and Family Studies programs ~~at PSU~~
~~and SOU.~~

How does it transfer?

other (provide details)

Details of how course transfers

meets practica requirements for Child and Family Studies programs

Evidence of transferability

Please attach documentation

Reviewer Comments

Course Change Request

Date Submitted: 04/07/26 3:08 pm

Viewing: **ECE-292ES : Practicum III**

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

Last edit: 04/09/26 11:45 am

Changes proposed by: Dawn Hendricks (dawn.hendricks)

Catalog Pages
referencing this
course

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

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

Programs
referencing this
course

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

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. 04/07/26 2:47 pm
Megan Feagles (megan.feagles):
Rollback to Initiator
2. 04/08/26 11:17 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
3. 04/09/26 9:43 am
Erin Gravelle (erin.gravelle):
Approved for DTPS Curriculum Committee Outline Review Team

History

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

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix ECE - Early Childhood Education

Course Number 292ES

Department Education, Human Services and Criminal Justice

Division Technology, Applied Science and Public Services (TAPS)

Course Title Practicum III

Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass No

Audit No

Min Credit 4.00

Variable Credit No

Contact hours

Lecture 12.00

Lec/Lab

Lab 108.00

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 120

Proposed Effective Summer 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

Se centra en las experiencias de practica para estudiantes de educación infantil en una variedad de entornos educativos, atendiendo a niños desde el nacimiento hasta el nivel de kinder. Este curso permite a los estudiantes profundizar y aplicar los conocimientos, métodos y habilidades adquiridos en los cursos de educación infantil y estudios de la familia, así como en los semestres anteriores de prácticas y experiencia laboral cooperativa (CWE). El curso abarca la observación y evaluación continuas, así como la asistencia al maestro mentor en la implementación de un enfoque curricular integrado, prestando especial atención al trabajo con niños de diversos orígenes y sus familias. Este curso incluye una evaluación clave (Key Assessment) obligatoria para fines de acreditación y no puede ser eximido ni convalidado mediante créditos transferidos desde otra institución. Requisito: Solicitud del estudiante. Este curso se enfoca en la experiencia de trabajo de los estudiantes con varios entornos educativos en salones de clases enfocadas directamente con la enseñanza y supervisión de niños desde el nacimiento hasta el kínder. Este curso permite a los estudiantes aplicar conocimientos y metodologías adquiridas en los cursos de educación infantil, y sean transferibles a las habilidades requeridas en un ambiente educacional entre 0 a 8 años de edad. Los seminarios obligatorios abarcan la revisión de los dominios del desarrollo, los ámbitos de aprendizaje, las experiencias reales en el salón de clases, resolución de problemas, desarrollo del plan de estudios, técnicas de evaluación y la orientación del aprendizaje y la conducta de los niños.

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

ECE-154ES, ECE-221ES, ECE-254ES, ECE-291ES ECE-291ES

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in
Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall/Spring ~~Spring~~

Will this class use library resources?

Yes ~~No~~

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

ECE-292 - Practicum III

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	<u>demostrar relaciones positivas e interacciones de apoyo como fundamento de su trabajo con niños pequeños;</u> llevar a cabo las tareas de instrucción asignadas por el maestro del salón de clases, con énfasis en las mejores prácticas;
2	<u>observar,</u> evaluar y analizar el progreso de un niño en todos los <u>ámbitos dominios</u> del desarrollo y el aprendizaje <u>a lo largo del tiempo;</u> durante todo el tiempo;
3	<u>utilizar habilidades de enseñanza que respondan a las trayectorias de aprendizaje de los niños pequeños y a las necesidades de cada niño, reconociendo que diferenciar la instrucción, incorporar el juego como una práctica central de enseñanza y apoyar el desarrollo de las habilidades de función ejecutiva son aspectos críticos para los niños pequeños;</u> individualizar el plan de estudios para satisfacer las necesidades de cada niño y reforzar su aprendizaje;
4	<u>usar un amplio repertorio de habilidades y estrategias de enseñanza basadas en la evidencia que sean apropiadas para el desarrollo, cultural y lingüísticamente relevantes, anti-prejuicios, y que reflejen los principios del diseño universal para el aprendizaje;</u> planificar e implementar actividades en grupos grandes y pequeños en colaboración con el equipo docente;
5	<u>incorporar el conocimiento del contenido: los conceptos centrales, los métodos y herramientas de investigación, la estructura y los recursos de las disciplinas académicas en un plan de estudios de la primera infancia;</u> desarrollar el hábito de convertirse en un profesional reflexivo en la educación.
<u>6</u>	<u>seguir y utilizar las normas éticas y otras pautas profesionales en la educación infantil;</u>
<u>7</u>	<u>desarrollar y mantener el hábito de la práctica reflexiva e intencional en su trabajo diario con niños pequeños y como miembros de la profesión de educación infantil.</u>

Major Topic Outline

Estándares y competencias profesionales de la Asociación Nacional para la Educación de Niños Pequeños (NAEYC)

Observar y evaluar a los niños a lo largo del tiempo

Implementar el Sistema de Puntuación de Evaluación en el Aula (CLASS)

Desarrollar relaciones positivas con los niños

Desarrollar actividades en el aula para grupos pequeños y grandes

Incorporar contenido académico en las experiencias del aula

Convertirse en un profesional reflexivo Revisar el sistema de GOLD Individualizar para niños con discapacidades Individualizar para niños que hablan dos idiomas Crear un portafolio profesional electrónico Utilizar tecnología en el aula Aprender sobre el sistema de CLASS Reflexionar sobre el trabajo en el aula Abogar para los niños y las familias

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: 03/31/26 2:12 pm

Viewing: **ENG-107 : World Literature: Ancient Through Classical Times**

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

Last edit: 03/31/26 2:12 pm

Changes proposed by: Amy Warren (amy.warren)

Catalog Pages
referencing this
course

- [Associate of Arts Oregon Transfer \(AAOT\)](#)
- [Associate of General Studies \(AGS\)](#)
- [Biology \(AST\)](#)
- [Biology Emphasis, AS - with Oregon State University](#)
- [Business \(AST\)](#)
- [Computer Science \(AST\)](#)
- [Core Transfer Map \(CTM\)](#)
- [Electronics Engineering Technology, AAS](#)
- [Elementary Education \(AAOT\)](#)
- [English Literature \(ENG\)](#)
- [Microelectronics Systems Technology, AAS](#)
- [Music Emphasis, AS - with Portland State University](#)
- [Oregon Transfer Module \(OTM\)](#)

Programs
referencing this
course

- [AAS.MICROSYSTECH: Microelectronics Systems Technology](#)
- [AS.PSUMUSIC: AS, Music, PSU](#)
- [AS.TBIOLOGY: Biology \(AST\)](#)
- [AS.OSUBIOLOGY: AS, Biology, OSU](#)
- [NA.OTM: Oregon Transfer Module](#)
- [AS.TCOMPSCIESWO, AS.TCOMPSCIOSPSUO: Computer Science \(AST\)](#)
- [AS.TBUSINESS: Business \(AST\)](#)
- [NA.CTM: Core Transfer Map](#)
- [AS.TPSYCHOLOGY: Psychology \(AST\)](#)

In Workflow

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

Approval Path

1. 03/31/26 2:22 pm
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 04/01/26 2:47 pm
Kelly Mercer (kelly.mercer):
Approved for DAFC Curriculum Committee Outline Review Team

History

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

[AS.TSOCIOLOGY: Sociology \(AST\)](#)

[AA.TSOCIOLOGY: Sociology \(AAT\)](#)

[AS.THUMDEVFAM: Human Development and Family Services \(AST\)](#)

[AA.THUMDEVFAM: Human Development and Family Services \(AAT\)](#)

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

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

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

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

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix ENG - English Literature

Course Number 107

Department English

Division Academic Foundations and Connections
(AFAC)

Course Title World Literature: Ancient Through Classical Times

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 Summer 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

Literature of the ancient through classical worlds: epic, lyric, and dramatic literature. Through class discussion, research, and written work, students practice close reading and literary interpretation, explore the readings' contemporary relevance, relate the readings to their own lives and the world, and engage in academic conversations about the literature.

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

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in
Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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)

Arts & Letters

Cultural Literacy

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	examine literary works in the context of the historical events and values that influenced them, and analyze the relationship between the two; (AL2)
2	investigate the development of literary tradition from one culture and time period to another; (AL2)(CL1)
3	apply close reading to analyze various works of literature within a tradition; (AL1) (AL2)
4	apply ideas and lessons from world literature to their own lives and times. (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.

P

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

Demonstrate appropriate reasoning in response to complex issues.

P

SP: Speech/Oral Communication Outcomes

Engage in ethical communication processes that accomplish goals.

Respond to the needs of diverse audiences and contexts.

Build and manage relationships.

AL: Arts and Letters Outcomes

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

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

Outcome Assessment Strategies

Outcomes Assessment Strategies

Criteria

General Examination

Performances/Simulation

Presentations

Rubrics

Writing Assignments

Major Topic Outline

1. Read representative Babylonian, Egyptian, Hebrew, Chinese, Indian, Greek, and Roman literature from ancient times until approximately 0 CE. 2. Engage in close reading of the literature. 3. Examine these works in their historical context, using both historical events and values as a basis for examination. 4. Note similarities and differences among and within cultures. 5. Introduce critical theories and issues of power, difference, and discrimination. 6. Introduce methods and processes for synthesizing ideas into formal presentations.

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)

ENGL-LDT Eng 107

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

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

Other. Please explain.

Explanation of other evidence of transferability

Oregon Transfer Equivalency Guide

OUS school to which the course will transfer

OSU - Oregon State University

Comparable

course(s)

ENG 207 Eng 107

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

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

Other. Please explain.

Explanation of other evidence of transferability

[Oregon Transfer Equivalency Guide](#)

OUS school to which the course will transfer

OSU-C - OSU-Cascade

Comparable

course(s)

Eng 207 ~~107~~

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

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

Other. Please explain.

Explanation of other evidence of transferability

[Oregon Transfer Equivalency Guide](#)

OUS school to which the course will transfer

PSU - Portland State University

Comparable

course(s)

Eng 107

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

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

Other. Please explain.

Explanation of other evidence of transferability

[Oregon Transfer Equivalency Guide](#)

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable

course(s)

Engs Eng 107

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

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

Other. Please explain.

Explanation of other evidence of transferability

[Oregon Transfer Equivalency Guide](#)

OUS school to which the course will transfer

UO - University of Oregon

Comparable

course(s)

Eng 107

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

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

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable
course(s)

Eng 107

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

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

Please attach documentation

Reviewer Comments

Course Change Request

Date Submitted: 03/31/26 3:15 pm

Viewing: **ENG-108 : World Literature: Early Middle Ages through the 18th Century**

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

Last edit: 03/31/26 3:15 pm

Changes proposed by: Amy Warren (amy.warren)

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 \(AST\)](#)

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

[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](#)

[Electronics Engineering Technology, AAS](#)

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

[English Literature \(ENG\)](#)

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

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

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

[Microelectronics Systems Technology, AAS](#)

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

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

In Workflow

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

Approval Path

1. 04/01/26 7:40 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 04/01/26 2:47 pm
Kelly Mercer (kelly.mercer):
Approved for DAFC Curriculum Committee Outline Review Team

History

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

Programs
referencing this
course

[AS.OSUINDENG: AS, Industrial Engineering, OSU](#)
[AS.OSUBIOLENGR: AS, Biological Engineering, OSU](#)
[AS.OSUSMECHENGR: AS, Mechanical Engineering, OSU](#)
[AAS.MICROSYSTECH: Microelectronics Systems Technology](#)
[AS.PSUMUSIC: AS, Music, PSU](#)
[AS.TBIOLOGY: Biology \(AST\)](#)
[AS.OSUBIOLOGY: AS, Biology, OSU](#)
[NA.OTM: Oregon Transfer Module](#)
[AS.OSUARCHENGR: AS, Architectural Engineering, OSU](#)
[AS.TCOMPSCIESWO, AS.TCOMPSCIOSPSUO: Computer Science](#)
[AS.TBUSINESS: Business \(AST\)](#)
[NA.CTM: Core Transfer Map](#)
[AS.TPSYCHOLOGY: Psychology \(AST\)](#)
[AS.TSOCIOLOGY: Sociology \(AST\)](#)
[AA.TSOCIOLOGY: Sociology \(AAT\)](#)
[AS.THUMDEVFAM: Human Development and Family Services \(](#)
[AA.THUMDEVFAM: Human Development and Family Services \(](#)
[AS.OSUCHEMENGR: AS, Chemical Engineering, OSU](#)
[AS.OSUCIVILENGR: AS, Civil Engineering, OSU](#)
[AS.OSUCONENRMGT: AS, Construction Engineering Management](#)
[AS.OSUECOLENGR: AS, Ecological Engineering, OSU](#)
[AS.OSUELCOMPENGR: AS, Electrical Engineering, OSU](#)
[AAS.ELECTRONENGTECH: Electronics Engineering Technology](#)
[AA.OREGONTRANSFER: Associate of Arts Oregon Transfer \(AAC](#)
[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 ENG - English Literature

Course Number	108
Department	English
Division	Academic Foundations and Connections (AFAC)
Course Title	World Literature: Early Middle Ages through the 18th Century

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 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

Literature of the Early Middle Ages through the 18th Century, in a variety of genres. Through class discussion, research, and written work, students practice close reading and literary interpretation, explore the readings' contemporary relevance, relate the readings to their own lives and the world, and engage in academic conversations about the literature.

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

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?

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)

Arts & Letters

Cultural Literacy

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	examine literary works in the context of the historical events and values that influenced them, and analyze the relationship between the two; (AL2)
2	investigate the development of literary tradition from one culture and time period to another; (AL2)(CL1)
3	apply close reading to analyze various works of literature within a tradition; (AL1) (AL2)
4	apply ideas and lessons from world literature to their own lives and times. (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.

P

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

Demonstrate appropriate reasoning in response to complex issues.

P

SP: Speech/Oral Communication Outcomes

Engage in ethical communication processes that accomplish goals.

Respond to the needs of diverse audiences and contexts.

Build and manage relationships.

AL: Arts and Letters Outcomes

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

S

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

S

Outcome Assessment Strategies

Outcomes Assessment Strategies

Criteria

General Examination

Performances/Simulation

Presentations

Projects

Rubrics

Writing Assignments

Major Topic Outline

1. Read representative European, Middle Eastern, Chinese, Japanese, Indian, Mayan, and Aztec literature from approximately 0 CE through the late 18th century.
2. Engage in close reading of the literature.
3. Examine these works in their historical context, using both historical events and values as a basis for examination.
4. Note similarities and differences among and within cultures.
5. Introduce critical theories and issues of power, difference, and discrimination.
6. Introduce methods and processes for synthesizing ideas into formal presentations.

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)

Eng 108

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

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

OUS school to which the course will transfer

OSU - Oregon State University

Comparable

course(s)

Eng 108

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

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

Other. Please explain.

Explanation of other evidence of transferability

[Oregon Transfer Equivalency Guide](#)

OUS school to which the course will transfer

OSU-C - OSU-Cascade

Comparable

course(s)

Eng 108

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

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

Other. Please explain.

Explanation of other evidence of transferability

[Oregon Transfer Equivalency Guide](#)

OUS school to which the course will transfer

PSU - Portland State University

Comparable

course(s)

Eng 108

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

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

[Other. Please explain.](#)

Explanation of other evidence of transferability

[Oregon Transfer Equivalency Guide](#)

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable

course(s)

Eng 108

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

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

[Other. Please explain.](#)

Explanation of other evidence of transferability

Oregon Transfer Equivalency Guide

OUS school to which the course will transfer

~~UO - University of Oregon~~

Comparable

course(s)

~~Eng 108~~

How does it transfer?

~~general education or distribution requirement~~

~~general elective~~

Evidence of transferability

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

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable

course(s)

Eng 108

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

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

Other. Please explain.

Explanation of other evidence of transferability

[Oregon Transfer Equivalency Guide](#)

Please attach documentation

Reviewer Comments

Key: 641

[Preview Bridge](#)

Course Change Request

Date Submitted: 03/31/26 3:47 pm

Viewing: **ENG-109 : World Literature: The 19th through 21st Centuries**

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

Last edit: 03/31/26 3:47 pm

Changes proposed by: Amy Warren (amy.warren)

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 \(AST\)](#)

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

[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](#)

[Electronics Engineering Technology, AAS](#)

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

[English Literature \(ENG\)](#)

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

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

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

[Microelectronics Systems Technology, AAS](#)

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

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

In Workflow

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

Approval Path

1. 04/01/26 7:40 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 04/01/26 2:47 pm
Kelly Mercer (kelly.mercer):
Approved for DAFC Curriculum Committee Outline Review Team

History

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

Programs
referencing this
course

[AS.OSUINDENG: AS, Industrial Engineering, OSU](#)
[AS.OSUBIOLENGR: AS, Biological Engineering, OSU](#)
[AS.OSUSMECHENGR: AS, Mechanical Engineering, OSU](#)
[AAS.MICROSYSTECH: Microelectronics Systems Technology](#)
[AS.PSUMUSIC: AS, Music, PSU](#)
[AS.TBIOLOGY: Biology \(AST\)](#)
[AS.OSUBIOLOGY: AS, Biology, OSU](#)
[NA.OTM: Oregon Transfer Module](#)
[AS.OSUARCHENGR: AS, Architectural Engineering, OSU](#)
[AS.TCOMPSCIESWO, AS.TCOMPSCIOSPSUO: Computer Science](#)
[AS.TBUSINESS: Business \(AST\)](#)
[NA.CTM: Core Transfer Map](#)
[AS.TPSYCHOLOGY: Psychology \(AST\)](#)
[AS.TSOCIOLOGY: Sociology \(AST\)](#)
[AA.TSOCIOLOGY: Sociology \(AAT\)](#)
[AS.THUMDEVFAM: Human Development and Family Services \(](#)
[AA.THUMDEVFAM: Human Development and Family Services \(](#)
[AS.OSUCHEMENGR: AS, Chemical Engineering, OSU](#)
[AS.OSUCIVILENGR: AS, Civil Engineering, OSU](#)
[AS.OSUCONENRMGT: AS, Construction Engineering Management](#)
[AS.OSUECOLENGR: AS, Ecological Engineering, OSU](#)
[AS.OSUELCOMPENGR: AS, Electrical Engineering, OSU](#)
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[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

ENG - English Literature

Course Number	109
Department	English
Division	Academic Foundations and Connections (AFAC)
Course Title	World Literature: The 19th through 21st Centuries

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 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

Literature of the 19th through 21st centuries, in a variety of genres. Through class discussion, research, and written work, students practice close reading and literary interpretation, explore the readings' contemporary relevance, relate the readings to their own lives and the world, and engage in academic conversations about the literature.

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

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?

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)

Arts & Letters

Cultural Literacy

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	examine literary works in the context of the historical events and values that influenced them, and analyze the relationship between the two; (AL2)
2	investigate the development of literary tradition from one culture and time period to another; (AL2)(CL1)
3	apply close reading to analyze various works of literature within a tradition; (AL1) (AL2)
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As a result of completing the AAOT/ASOT general education requirements, students will be able to:

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P

SP: Speech/Oral Communication Outcomes

Engage in ethical communication processes that accomplish goals.

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AL: Arts and Letters Outcomes

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

S

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

S

Outcome Assessment Strategies

Outcomes Assessment Strategies

Criteria

General Examination

Performances/Simulation

Presentations

Projects

Rubrics

Writing Assignments

Major Topic Outline

1. Read representative European, Middle Eastern, African, and Asian literature and literature of all the Americas, ranging from the late 18th century to the present.
2. Engage in close reading of the literature.
3. Examine these works in their historical context, using both historical events and values as a basis for examination.
4. Note similarities and differences among and within cultures.
5. Introduce critical theories and issues of power, difference, and discrimination.
6. Introduce methods and processes for synthesizing ideas into formal presentations.

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)

Eng 109 [World Lit: Romantic-Modern*AEH](#)

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

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

Other. Please explain.

Explanation of other evidence of transferability

[Oregon Transfer Equivalency Guide](#)

OUS school to which the course will transfer

OSU - Oregon State University

Comparable

course(s)

[ENG LDT +AH: WORLD LITERATURE](#) Eng 109

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

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

Other. Please explain.

Explanation of other evidence of transferability

[Oregon Transfer Equivalency Guide](#)

OUS school to which the course will transfer

~~OSU-C - OSU-Cascade~~

Comparable

course(s)

~~Eng 109~~

How does it transfer?

~~general education or distribution requirement~~

~~general elective~~

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)

Eng 109 ENGLD

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

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

Other. Please explain.

Explanation of other evidence of transferability

[Oregon Transfer Equivalency Guide](#)

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable

course(s)

Eng 109 ENG Lower Division Transfer LDT ~~Eng 109~~

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

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

Other. Please explain.

Explanation of other evidence of transferability

[Oregon Transfer Equivalency Guide](#)

OUS school to which the course will transfer

UO - University of Oregon

Comparable

course(s)

Eng 109 [ENG133T](#)

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

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

Other. Please explain.

Explanation of other evidence of transferability

[Oregon Transfer Equivalency Guide](#)

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable

course(s)

Eng 109

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

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

Other. Please explain.

Explanation of other evidence of transferability

[Oregon Transfer Equivalency Guide](#)

Please attach documentation

Reviewer Comments

Key: 642

[Preview Bridge](#)

Course Change Request

Date Submitted: 04/06/26 10:48 am

Viewing: **ENG-116 : Introduction to Literature:
Comics**

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

Last edit: 04/08/26 1:12 pm

Changes proposed by: Trevor Dodge (trevord)

Catalog Pages
referencing this
course

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

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

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

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

[Biology \(AST\)](#)

[Business \(AST\)](#)

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

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

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

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

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

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

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

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

[English AAT](#)

[English Literature \(ENG\)](#)

[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 \(OTM\)](#)

[Writing \(WR\)](#)

In Workflow

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

Approval Path

1. 04/06/26 11:12 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 04/08/26 1:42 pm
Kelly Mercer (kelly.mercer):
Approved for DAFC Curriculum Committee Outline Review Team

History

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

Programs
referencing this
course

[AS.OSUINDENG: AS, Industrial Engineering, OSU](#)
[AS.OSUBIOLENGR: AS, Biological Engineering, OSU](#)
[AS.OSUSMECHENGR: AS, Mechanical Engineering, OSU](#)
[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](#)
[AS.TBUSINESS: Business \(AST\)](#)
[NA.CTM: Core Transfer Map](#)
[AS.TPSYCHOLOGY: Psychology \(AST\)](#)
[AS.TSOCIOLOGY: Sociology \(AST\)](#)
[AA.TSOCIOLOGY: Sociology \(AAT\)](#)
[AS.THUMDEVFAM: Human Development and Family Services \(](#)
[AA.THUMDEVFAM: Human Development and Family Services \(](#)
[AS.OSUCHEMENGR: AS, Chemical Engineering, OSU](#)
[AS.OSUCIVILENGR: AS, Civil Engineering, OSU](#)
[AS.OSUCONENRMGT: AS, Construction Engineering Management](#)
[AS.OSUECOLENGR: AS, Ecological Engineering, OSU](#)
[AS.OSUELCOMPENGR: AS, Electrical Engineering, OSU](#)
[AA.OREGONTRANSFER: Associate of Arts Oregon Transfer \(AAC](#)
[AA.OTELEMED: Elementary Education \(AAOT\)](#)
[AGS.GENERAL: Associate of General Studies](#)
[AA.TENGLISH: English \(AAT\)](#)
[AS.OSUENVIRENGR: AS, Environmental Engineering, OSU](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix ENG - English Literature

Course Number 116

Department English

Division	Academic Foundations and Connections (AFAC)
Course Title	Introduction to Literature: Comics

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	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

Examines the intrinsic literary and artistic qualities of comics, as well as their connections to classic literature, and the literature and other art they have inspired.

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

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

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?

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

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	identify and analyze the essential developments in multiple genres of comics; (AL1)
2	summarize and assess the historical context of comics; (AL1)(AL2)
3	analyze the form and content of comics using relevant technical and critical vocabulary; (AL1)(AL2)
4	relate the content, form, and themes of comics to modern events, other media, and their own lives; (AL1)(AL2)
5	evaluate the historical significance and/or artistic merit of comics, supported by textual evidence; (AL1)(AL2)
6	construct and defend interpretations of comics based on class discussion and independent literary research; (AL1)(AL2)
7	experiment with serialized narrative by turning stories and personal experiences into comics. (AL1)(AL2)
<u>1</u>	<u>explore and evaluate the historical, artistic, and literary merit of comics as a medium;</u>
<u>2</u>	<u>analyze the medium of comics using relevant technical and critical vocabulary;</u>
<u>3</u>	<u>engage and experiment in/with the medium of comics through adaptation of existing content and/or original creations.</u>

AAOT/ASOT General Education Outcomes Course Outline Mapping Chart

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

WR: Writing Outcomes

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

P

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

P

Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

Engage in ethical communication processes that accomplish goals.

Respond to the needs of diverse audiences and contexts.

Build and manage relationships.

AL: Arts and Letters Outcomes

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

S

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

S

Outcome Assessment Strategies

Outcomes Assessment Strategies

- Criteria
- Presentations
- Projects
- Rubrics
- Thesis/Research Project
- Writing Assignments

Major Topic Outline

- 1. What is a comic? History, rhetoric, aesthetics.
- 2. Analyzing comics using tools of literary, artistic, and cultural analysis.
- 3. Creating in/using the medium. 1. What is a comic? Definitions. 2. Pre-history: serial narrative art. 3. History of the modern comic. 4. Comics, philosophy, and psychology: how to interpret comics. Traditional tools of literary and artistic analysis. 5. Comics criticism: researching critical writing on the comics using the Internet, writing an academic essay. 6. Thinking in pictures: how to create a storyboard. 7. Other types of art inspired by comics: Roy Lichtenstein and beyond.

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)

How does it transfer?

general elective

Evidence of transferability

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

Other. Please explain.

Explanation of other evidence of transferability

A.S. transfer agreement

OUS school to which the course will transfer

PSU - Portland State University

Comparable
course(s)

How does it transfer?

general elective

Evidence of transferability

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

Other. Please explain.

Explanation of other evidence of transferability

A.S. transfer agreement

OUS school to which the course will transfer

UO - University of Oregon

Comparable
course(s)

How does it transfer?

general elective

Evidence of transferability

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

Other. Please explain.

Explanation of other evidence of transferability

A.S. transfer agreement

Please attach documentation

Reviewer Comments

Course Change Request

Date Submitted: 04/04/26 9:19 am

Viewing: **ENG-204 : British Literature: Ancient to Enlightenment**

Last approved: 03/29/24 3:34 am

Last edit: 04/08/26 1:43 pm

Changes proposed by: Taylor Donnelly (tdonnelly)

Catalog Pages
referencing this
course

- [Associate of Arts Oregon Transfer \(AAOT\)](#)
- [Associate of General Studies \(AGS\)](#)
- [Biology \(AST\)](#)
- [Biology Emphasis, AS - with Oregon State University](#)
- [Business \(AST\)](#)
- [Computer Science \(AST\)](#)
- [Core Transfer Map \(CTM\)](#)
- [Elementary Education \(AAOT\)](#)
- [English AAT](#)
- [English Literature \(ENG\)](#)
- [Music Emphasis, AS - with Portland State University](#)
- [Oregon Transfer Module \(OTM\)](#)

Programs
referencing this
course

- [AS.PSUMUSIC: AS, Music, PSU](#)
- [AS.TBIOLOGY: Biology \(AST\)](#)
- [AS.OSUBIOLOGY: AS, Biology, OSU](#)
- [NA.OTM: Oregon Transfer Module](#)
- [AS.TCOMPSCIESWO, AS.TCOMPSCIOSPSUO: Computer Science \(AST\)](#)
- [AS.TBUSINESS: Business \(AST\)](#)
- [NA.CTM: Core Transfer Map](#)
- [AS.TPSYCHOLOGY: Psychology \(AST\)](#)
- [AS.TSOCIOLOGY: Sociology \(AST\)](#)
- [AA.TSOCIOLOGY: Sociology \(AAT\)](#)

In Workflow

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

Approval Path

1. 04/06/26 7:01 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 04/08/26 1:43 pm
Kelly Mercer (kelly.mercer):
Approved for DAFC Curriculum Committee Outline Review Team

History

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

[AS.THUMDEVFAM: Human Development and Family Services \(AST\)](#)
[AA.THUMDEVFAM: Human Development and Family Services \(AAT\)](#)
[AA.OREGONTRANSFER: Associate of Arts Oregon Transfer \(AAOT\)](#)
[AA.OTELEMED: Elementary Education \(AAOT\)](#)
[AGS.GENERAL: Associate of General Studies](#)
[AA.TENGLISH: English \(AAT\)](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix ENG - English Literature

Course Number 204

Department English

Division Academic Foundations and Connections
(AFAC)

Course Title British Literature: Ancient to Enlightenment

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 Summer 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

In this class, we read, analyze, and enjoy British literature from the earliest Anglo-Saxon poems and stories through 1800. We will explore major works, writers, and literary forms through interactive discussions and projects. ~~Representative study of British literature, including major works, writers, and literary forms, from its beginnings through the eighteenth century. Readings from the Anglo-Saxon, Middle-English, Renaissance, Restoration, and Enlightenment periods.~~

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

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in
Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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)

Arts & Letters

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

Upon successful completion of this course, students should be able to:	
1	identify and analyze the essential developments of the language from Old to Middle to Early Modern English and demonstrate comprehension of older forms of English; (AL1)
2	identify and analyze the essential developments in genres of British poetry, drama, and prose from ca. 750 CE to 1800; (AL1)
3	summarize and assess the historical context of British literary works; (AL1)(AL2)
4	analyze the form and content of British literary works using relevant technical and critical vocabulary; (AL1)(AL2)
5	relate the content, form, and themes of British literary works to modern events, other media, and their own lives; (AL1)(AL2)
6	evaluate the historical significance and/or artistic merit of British literary works, supported by textual evidence; (AL1)(AL2)
7	construct and defend interpretations of British literature based on class discussion and independent literary research. (AL1)(AL2)

AAOT/ASOT General Education Outcomes Course Outline Mapping Chart

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

WR: Writing Outcomes

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

P

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

P

Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

Engage in ethical communication processes that accomplish goals.

Respond to the needs of diverse audiences and contexts.

Build and manage relationships.

AL: Arts and Letters Outcomes

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

S

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

S

Outcome Assessment Strategies

Outcomes Assessment Strategies

Criteria

Multiple Choice Test

Presentations

Projects

Rubrics

Writing Assignments

Major Topic Outline

1. The evolution of English, and how to approach the challenges of translation and archaic language
a. Old English, origins and sounds
b. Middle English, evolution
c. Early Modern English
2. English history as it is relevant to and reflected in the course texts
a. Medieval history and literature
b. Renaissance history and literature followed by the Interregnum
c. Restoration history and literature
d. Eighteenth-century or Enlightenment history and literature
3. The conventions and vocabulary associated with different genres of British literature
4. Writing about literature and engaging in literary research
5. Evaluations and connections: how the literature of the past informs the present, how works of art relate to each other, and how literary scholars use textual evidence and critical lenses to evaluate works of art
6. Considering the canon: who decides what the great works are? Who defines British Literature?

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

Course Transferability

OUS school to which the course will transfer

EOU - Eastern Oregon University

Comparable
course(s)

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

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

Other. Please explain.

Explanation of other evidence of transferability

A.S. Transfer Degree

OUS school to which the course will transfer

OSU - Oregon State University

Comparable
course(s)

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.)

Other. Please explain.

Explanation of other evidence of transferability

A.S. Transfer Degree

OUS school to which the course will transfer

OSU-C - OSU-Cascade

Comparable
course(s)

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.)

Other. Please explain.

Explanation of other evidence of transferability

A.S. Transfer Degree

OUS school to which the course will transfer

PSU - Portland State University

Comparable
course(s)

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.)

Other. Please explain.

Explanation of other evidence of transferability

A.S. Transfer Degree

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable
course(s)

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

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

Other. Please explain.

Explanation of other evidence of transferability

A.S. Transfer Degree

OUS school to which the course will transfer

UO - University of Oregon

Comparable
course(s)

How does it transfer?

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

Evidence of transferability

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

Explanation of other evidence of transferability

A.S. Transfer Degree

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable
course(s)

How does it transfer?

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

Evidence of transferability

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

Other. Please explain.

Explanation of other evidence of transferability

A.S. Transfer Degree

Please attach documentation

Reviewer Comments

Key: 651

[Preview Bridge](#)

Course Change Request

Date Submitted: 04/04/26 9:27 am

Viewing: **ENG-205 : British Literature: Romantic to Contemporary**

Last approved: 03/29/24 3:34 am

Last edit: 04/08/26 1:43 pm

Changes proposed by: Taylor Donnelly (tdonnelly)

Catalog Pages
referencing this
course

- [Associate of Arts Oregon Transfer \(AAOT\)](#)
- [Associate of General Studies \(AGS\)](#)
- [Biology \(AST\)](#)
- [Biology Emphasis, AS - with Oregon State University](#)
- [Business \(AST\)](#)
- [Computer Science \(AST\)](#)
- [Core Transfer Map \(CTM\)](#)
- [Elementary Education \(AAOT\)](#)
- [English AAT](#)
- [English Literature \(ENG\)](#)
- [Music Emphasis, AS - with Portland State University](#)
- [Oregon Transfer Module \(OTM\)](#)

Programs
referencing this
course

- [AS.PSUMUSIC: AS, Music, PSU](#)
- [AS.TBIOLOGY: Biology \(AST\)](#)
- [AS.OSUBIOLOGY: AS, Biology, OSU](#)
- [NA.OTM: Oregon Transfer Module](#)
- [AS.TCOMPSCIESWO, AS.TCOMPSCIOSPSUO: Computer Science \(AST\)](#)
- [AS.TBUSINESS: Business \(AST\)](#)
- [NA.CTM: Core Transfer Map](#)
- [AS.TPSYCHOLOGY: Psychology \(AST\)](#)
- [AS.TSOCIOLOGY: Sociology \(AST\)](#)
- [AA.TSOCIOLOGY: Sociology \(AAT\)](#)

In Workflow

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

Approval Path

1. 04/06/26 7:01 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 04/08/26 1:44 pm
Kelly Mercer (kelly.mercer):
Approved for DAFC Curriculum Committee Outline Review Team

History

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

[AS.THUMDEVFAM: Human Development and Family Services \(AST\)](#)
[AA.THUMDEVFAM: Human Development and Family Services \(AAT\)](#)
[AA.OREGONTRANSFER: Associate of Arts Oregon Transfer \(AAOT\)](#)
[AA.OTELEMED: Elementary Education \(AAOT\)](#)
[AGS.GENERAL: Associate of General Studies](#)
[AA.TENGLISH: English \(AAT\)](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix ENG - English Literature

Course Number 205

Department English

Division Academic Foundations and Connections
(AFAC)

Course Title British Literature: Romantic to Contemporary

Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit Yes

Min Credit 4.00

Variable Credit No

Contact hours

Lecture 44.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 44

Proposed Effective Summer 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

In this class, we read, analyze, and enjoy British literature from 1800 to the current day. We will explore major works, writers, and literary forms through interactive discussions and projects.

~~Representative study of British literature, including major works, writers, and literary forms: Nineteenth century through modern, with readings from the Romantic, Victorian, and modern periods.~~

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

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?

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)

Arts & Letters

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

Upon successful completion of this course, students should be able to:	
1	identify and analyze the essential developments in genres of British poetry, fiction, drama, and prose from 1800 to present day; (AL1)
2	summarize and assess the historical context of British literary works; (AL1)(AL2)
3	analyze the form and content of British literary works using relevant technical and critical vocabulary; (AL1)(AL2)
4	relate the content, form, and themes of British literary works to modern events, other media, and their own lives; (AL1)(AL2)
5	evaluate the historical significance and/or artistic merit of British literary works, supported by textual evidence; (AL1)(AL2)
6	construct and defend interpretations of British literature based on class discussion and independent literary research. (AL1)(AL2)

AAOT/ASOT General Education Outcomes Course Outline Mapping Chart

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

WR: Writing Outcomes

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

P

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

P

Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

Engage in ethical communication processes that accomplish goals.

Respond to the needs of diverse audiences and contexts.

Build and manage relationships.

AL: Arts and Letters Outcomes

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

S

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

S

Outcome Assessment Strategies

Outcomes Assessment Strategies

Criteria

Presentations

Projects

Rubrics

Writing Assignments

Major Topic Outline

1. The evolution of English, and how to approach the shifts between Early (earlier) Modern English and our contemporary usage
2. English history as it is relevant to and reflected in the course texts
a. Romantic-era history and literature
b. Victorian-era history and literature
c. Early twentieth century / Modernism history and literature
d. Late twentieth century to present / Postmodern / Contemporary history and literature
3. The conventions and vocabulary associated with different genres of British literature
4. Writing about literature and engaging in literary research
5. Evaluations and connections: how the literature of the past informs the present, how works of art relate to each other, and how literary scholars use textual evidence and critical lenses to evaluate works of art
6. Considering the canon: who decides what the great works are? Who defines British Literature?

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Course Transferability

OUS school to which the course will transfer

EOU - Eastern Oregon University

Comparable
course(s)

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

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

Other. Please explain.

Explanation of other evidence of transferability

A.S. Transfer Degree

OUS school to which the course will transfer

OSU - Oregon State University

Comparable
course(s)

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.)
Other. Please explain.

Explanation of other evidence of transferability

A.S. Transfer Degree

OUS school to which the course will transfer

OSU-C - OSU-Cascade

Comparable
course(s)

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.)
Other. Please explain.

Explanation of other evidence of transferability

A.S. Transfer Degree

OUS school to which the course will transfer

PSU - Portland State University

Comparable
course(s)

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.)

Other. Please explain.

Explanation of other evidence of transferability

A.S. Transfer Degree

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable
course(s)

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

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

Other. Please explain.

Explanation of other evidence of transferability

A.S. Transfer Degree

OUS school to which the course will transfer

UO - University of Oregon

Comparable
course(s)

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

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

Other. Please explain.

Explanation of other evidence of transferability

A.S. Transfer Degree

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable
course(s)

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

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

Other. Please explain.

Explanation of other evidence of transferability

A.S. Transfer Degree

Please attach documentation

Reviewer Comments

Key: 652

[Preview Bridge](#)

Course Change Request

Date Submitted: 04/04/26 9:29 am

Viewing: **ENG-253 : American Literature: Pre-Columbian to Civil War**

Last approved: 03/29/24 3:34 am

Last edit: 04/08/26 1:44 pm

Changes proposed by: Taylor Donnelly (tdonnelly)

Catalog Pages
referencing this
course

- [Associate of Arts Oregon Transfer \(AAOT\)](#)
- [Associate of General Studies \(AGS\)](#)
- [Biology \(AST\)](#)
- [Biology Emphasis, AS - with Oregon State University](#)
- [Business \(AST\)](#)
- [Computer Science \(AST\)](#)
- [Core Transfer Map \(CTM\)](#)
- [Elementary Education \(AAOT\)](#)
- [English AAT](#)
- [English Literature \(ENG\)](#)
- [Music Emphasis, AS - with Portland State University](#)
- [Oregon Transfer Module \(OTM\)](#)

Programs
referencing this
course

- [AS.PSUMUSIC: AS, Music, PSU](#)
- [AS.TBIOLOGY: Biology \(AST\)](#)
- [AS.OSUBIOLOGY: AS, Biology, OSU](#)
- [NA.OTM: Oregon Transfer Module](#)
- [AS.TCOMPSCIESWO, AS.TCOMPSCIOSPSUO: Computer Science \(AST\)](#)
- [AS.TBUSINESS: Business \(AST\)](#)
- [NA.CTM: Core Transfer Map](#)
- [AS.TPSYCHOLOGY: Psychology \(AST\)](#)
- [AS.TSOCIOLOGY: Sociology \(AST\)](#)
- [AA.TSOCIOLOGY: Sociology \(AAT\)](#)

In Workflow

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

Approval Path

1. 04/06/26 7:01 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 04/08/26 1:44 pm
Kelly Mercer (kelly.mercer):
Approved for DAFC Curriculum Committee Outline Review Team

History

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

[AS.THUMDEVFAM: Human Development and Family Services \(AST\)](#)
[AA.THUMDEVFAM: Human Development and Family Services \(AAT\)](#)
[AA.OREGONTRANSFER: Associate of Arts Oregon Transfer \(AAOT\)](#)
[AA.OTELEMED: Elementary Education \(AAOT\)](#)
[AGS.GENERAL: Associate of General Studies](#)
[AA.TENGLISH: English \(AAT\)](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix ENG - English Literature

Course Number 253

Department English

Division Academic Foundations and Connections
(AFAC)

Course Title American Literature: Pre-Columbian to Civil War

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 Summer 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

In this class, we read, analyze, and enjoy American literature from the time before European contact to the end of the Civil War in 1865. We will explore significant works, influential writers, and important literary forms through interactive discussions and projects. ~~Representative readings from pre-European contact to 1865. Surveys the development of American poetry, fiction, drama, and prose through the study of the works of both major and lesser known writers.~~

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

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?

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)

Arts & Letters

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

Upon successful completion of this course, students should be able to:	
1	identify and analyze the essential developments in genres of American poetry, fiction, drama, and prose from the pre-Colonial era to 1865; (AL1)
2	summarize and assess the historical context of American literary works; (AL1)(AL2)
3	analyze the form and content of American literary works using relevant technical and critical vocabulary; (AL1)(AL2)
4	relate the content, form, and themes of American literary works to modern events, other media, and their own lives; (AL1)(AL2)
5	evaluate the historical significance and/or artistic merit of literary works, supported by textual evidence; (AL1)(AL2)
6	construct and defend interpretations of American literature based on class discussion and independent literary research. (AL1)(AL2)

AAOT/ASOT General Education Outcomes Course Outline Mapping Chart

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

WR: Writing Outcomes

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

P

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

P

Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

Engage in ethical communication processes that accomplish goals.

Respond to the needs of diverse audiences and contexts.

Build and manage relationships.

AL: Arts and Letters Outcomes

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

S

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

S

Outcome Assessment Strategies

Outcomes Assessment Strategies

Presentations

Projects

Writing Assignments

Major Topic Outline

1. Native American expression: poetry, oral history, myth 2. Trans-Atlantic and colonial literature: diaries, letters, speeches, sermons, political and philosophical writings, poetry, and fiction 3. Developments in American literature between the Revolutionary and Civil Wars, including Transcendentalism: prose, poetry, fiction, drama 4. Defining American Literature: the problems of history and the opportunities of diversity 5. Evaluations and connections: how the literature of the past informs the present, how works of art relate to each other, and how literary scholars use textual evidence and critical lenses to evaluate works of art

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Course Transferability

OUS school to which the course will transfer

EOU - Eastern Oregon University

Comparable
course(s)

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

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

Other. Please explain.

Explanation of other evidence of transferability

A.S. Transfer agreement

OUS school to which the course will transfer

OSU - Oregon State University

Comparable
course(s)

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.)

Other. Please explain.

Explanation of other evidence of transferability

A.S. Transfer agreement

OUS school to which the course will transfer

OSU-C - OSU-Cascade

Comparable

course(s)

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.)

Other. Please explain.

Explanation of other evidence of transferability

A.S. Transfer agreement

OUS school to which the course will transfer

PSU - Portland State University

Comparable

course(s)

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.)
Other. Please explain.

Explanation of other evidence of transferability

A.S. Transfer agreement

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable
course(s)

How does it transfer?

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

Evidence of transferability

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

Explanation of other evidence of transferability

A.S. Transfer agreement

OUS school to which the course will transfer

UO - University of Oregon

Comparable
course(s)

How does it transfer?

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

Evidence of transferability

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

Explanation of other evidence of transferability

A.S. Transfer agreement

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable
course(s)

How does it transfer?

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

Evidence of transferability

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

Explanation of other evidence of transferability

A.S. Transfer agreement

Please attach documentation

Reviewer Comments

Key: 664

[Preview Bridge](#)

Course Change Request

Date Submitted: 04/04/26 9:31 am

Viewing: **ENG-254 : American Literature: 1865 to Present**

Last approved: 03/29/24 3:34 am

Last edit: 04/08/26 1:45 pm

Changes proposed by: Taylor Donnelly (tdonnelly)

Catalog Pages
referencing this
course

- [Associate of Arts Oregon Transfer \(AAOT\)](#)
- [Associate of General Studies \(AGS\)](#)
- [Biology \(AST\)](#)
- [Biology Emphasis, AS - with Oregon State University](#)
- [Business \(AST\)](#)
- [Computer Science \(AST\)](#)
- [Core Transfer Map \(CTM\)](#)
- [Elementary Education \(AAOT\)](#)
- [English AAT](#)
- [English Literature \(ENG\)](#)
- [Music Emphasis, AS - with Portland State University](#)
- [Oregon Transfer Module \(OTM\)](#)

Programs
referencing this
course

- [AS.PSUMUSIC: AS, Music, PSU](#)
- [AS.TBIOLOGY: Biology \(AST\)](#)
- [AS.OSUBIOLOGY: AS, Biology, OSU](#)
- [NA.OTM: Oregon Transfer Module](#)
- [AS.TCOMPSCIESWO, AS.TCOMPSCIOSPSUO: Computer Science \(AST\)](#)
- [AS.TBUSINESS: Business \(AST\)](#)
- [NA.CTM: Core Transfer Map](#)
- [AS.TPSYCHOLOGY: Psychology \(AST\)](#)
- [AS.TSOCIOLOGY: Sociology \(AST\)](#)
- [AA.TSOCIOLOGY: Sociology \(AAT\)](#)

In Workflow

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

Approval Path

1. 04/06/26 7:01 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 04/08/26 1:45 pm
Kelly Mercer (kelly.mercer):
Approved for DAFC Curriculum Committee Outline Review Team

History

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

[AS.THUMDEVFAM: Human Development and Family Services \(AST\)](#)
[AA.THUMDEVFAM: Human Development and Family Services \(AAT\)](#)
[AA.OREGONTRANSFER: Associate of Arts Oregon Transfer \(AAOT\)](#)
[AA.OTELEMED: Elementary Education \(AAOT\)](#)
[AGS.GENERAL: Associate of General Studies](#)
[AA.TENGLISH: English \(AAT\)](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix ENG - English Literature

Course Number 254

Department English

Division Academic Foundations and Connections
(AFAC)

Course Title American Literature: 1865 to Present

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 Summer 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

In this class, we read, analyze, and enjoy American literature from 1865 to the present day. We will explore significant works, influential writers, and important literary forms through interactive discussions and projects. ~~Representative readings from the 1865 to present day: Surveys the development of American fiction, nonfiction, poetry, and drama through the study of the works of both major and lesser known writers.~~

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

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?

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)

Arts & Letters

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

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

1	identify and analyze the essential developments in genres of <u>American English</u> poetry, fiction, drama, and prose from 1865 to present day; (AL1)
2	summarize and assess the historical context of American literary works; (AL1)(AL2)
3	analyze the form and content of American literary works using relevant technical and critical vocabulary; (AL1)(AL2)
4	relate the content, form, and themes of American literary works to modern events, other media, and their own lives; (AL1)(AL2)
5	evaluate the historical significance and/or artistic merit of American literary works, supported by textual evidence; (AL1)(AL2)
6	construct and defend interpretations of American literature based on class discussion and independent literary research. (AL1)(AL2)

AAOT/ASOT General Education Outcomes Course Outline Mapping Chart

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

WR: Writing Outcomes

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

P

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

P

Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

Engage in ethical communication processes that accomplish goals.

Respond to the needs of diverse audiences and contexts.

Build and manage relationships.

AL: Arts and Letters Outcomes

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

S

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

S

Outcome Assessment Strategies

Outcomes Assessment Strategies

Presentations

Projects

Writing Assignments

Major Topic Outline

1. Late Nineteenth-Century poetry, drama, fiction, prose: shifting from Romanticism to Realism, questions of identity and authority (e.g. who is “allowed” to write) 2. Pre-War Twentieth-Century poetry, drama, fiction, prose: American modernisms, innovating with content and form, questions of multiplicity and the mainstream (e.g. the relationship of the Harlem Renaissance to the “canon”) 3. Post-War and Contemporary poetry, drama, fiction, prose: American post-modernism, questions of individuality, fragmentation, social responsibility (e.g. how do contemporary texts respond to new knowledge and ongoing conversations about equality and access) 4. Defining American Literature: the problems of history and the opportunities of diversity 5. Evaluations and connections: how the literature of the past informs the present, how works of art relate to each other, and how literary scholars use textual evidence and critical lenses to evaluate works of art

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Course Transferability

OUS school to which the course will transfer

EOU - Eastern Oregon University

Comparable
course(s)

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

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

Other. Please explain.

Explanation of other evidence of transferability

A.S. Transfer agreement

OUS school to which the course will transfer

OSU - Oregon State University

Comparable
course(s)

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.)
Other. Please explain.

Explanation of other evidence of transferability

A.S. Transfer agreement

OUS school to which the course will transfer

OSU-C - OSU-Cascade

Comparable
course(s)

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.)
Other. Please explain.

Explanation of other evidence of transferability

A.S. Transfer agreement

OUS school to which the course will transfer

PSU - Portland State University

Comparable
course(s)

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.)
Other. Please explain.

Explanation of other evidence of transferability

A.S. Transfer agreement

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable
course(s)

How does it transfer?

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

Evidence of transferability

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

Explanation of other evidence of transferability

A.S. Transfer agreement

OUS school to which the course will transfer

UO - University of Oregon

Comparable
course(s)

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

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

Other. Please explain.

Explanation of other evidence of transferability

A.S. Transfer agreement

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable
course(s)

How does it transfer?

general education or distribution requirement

general elective

required or support for major

Evidence of transferability

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

Other. Please explain.

Explanation of other evidence of transferability

A.S. Transfer agreement

Please attach documentation

Reviewer Comments

Key: 665

[Preview Bridge](#)

Course Change Request

Date Submitted: 04/04/26 9:37 am

Viewing: **ENG-255 : American Literature: Topics in American Literature**

Last approved: 03/29/24 3:34 am

Last edit: 04/08/26 1:46 pm

Changes proposed by: Taylor Donnelly (tdonnelly)

Catalog Pages
referencing this
course

- [Associate of Arts Oregon Transfer \(AAOT\)](#)
- [Associate of General Studies \(AGS\)](#)
- [Biology \(AST\)](#)
- [Biology Emphasis, AS - with Oregon State University](#)
- [Business \(AST\)](#)
- [Computer Science \(AST\)](#)
- [Core Transfer Map \(CTM\)](#)
- [Elementary Education \(AAOT\)](#)
- [English AAT](#)
- [English Literature \(ENG\)](#)
- [Oregon Transfer Module \(OTM\)](#)

Programs
referencing this
course

- [AS.TBIOLOGY: Biology \(AST\)](#)
- [AS.OSUBIOLOGY: AS, Biology, OSU](#)
- [NA.OTM: Oregon Transfer Module](#)
- [AS.TCOMPSCIESWO, AS.TCOMPSCIOSPSUO: Computer Science \(AST\)](#)
- [AS.TBUSINESS: Business \(AST\)](#)
- [NA.CTM: Core Transfer Map](#)
- [AS.TPSYCHOLOGY: Psychology \(AST\)](#)
- [AS.TSOCIOLOGY: Sociology \(AST\)](#)
- [AA.TSOCIOLOGY: Sociology \(AAT\)](#)
- [AS.THUMDEVFAM: Human Development and Family Services \(AST\)](#)
- [AA.THUMDEVFAM: Human Development and Family Services \(AAT\)](#)

In Workflow

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

Approval Path

1. 04/06/26 7:01 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 04/08/26 1:46 pm
Kelly Mercer (kelly.mercer):
Approved for DAFC Curriculum Committee Outline Review Team

History

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

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

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

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

[AA.TENGLISH: English \(AAT\)](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix ENG - English Literature

Course Number 255

Department English

Division Academic Foundations and Connections
(AFAC)

Course Title American Literature: Topics in American Literature

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 Summer 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

In this class, we read, analyze, and enjoy American literature based on a specific theme, which changes yearly. The theme will shape the selection of authors and works of American fiction, poetry, nonfiction, and/or drama that students will explore through interactive discussions and projects. ~~Focus on selected authors and works of American fiction, poetry, nonfiction, and drama. Theme changes yearly.~~

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

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule Print in Schedule
Schedule

Hide course in catalog

No

When do you plan to offer this course?

Not Offered Every Year

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)

Arts & Letters

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

Upon successful completion of this course, students should be able to:	
1	identify and analyze the essential developments in genres of American Literature within the course theme; (AL1)
2	summarize and assess the historical context of the course readings; (AL1)(AL2)
3	analyze the form and content of American literary works using relevant technical and critical vocabulary; (AL1)(AL2)
4	relate the content, form, and themes of American literary works to modern events, other media, and their own lives; (AL1)(AL2)
5	evaluate the historical significance and/or artistic merit of American literary works, supported by textual evidence; (AL1)(AL2)
6	construct and defend interpretations of American literature based on class discussion and independent literary research. (AL1)(AL2)

AAOT/ASOT General Education Outcomes Course Outline Mapping Chart

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

WR: Writing Outcomes

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

P

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

P

Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

Engage in ethical communication processes that accomplish goals.

Respond to the needs of diverse audiences and contexts.

Build and manage relationships.

AL: Arts and Letters Outcomes

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

S

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

S

Outcome Assessment Strategies

Outcomes Assessment Strategies

Criteria

General Examination

Portfolios

Presentations

Projects

Rubrics

Writing Assignments

Major Topic Outline

1. Readings from genres of poetry, fiction, nonfiction, drama, and others as appropriate to the chosen theme 2. Focus on specifically American social and aesthetic issues, aiming to use a particular thematic lens to reveal the strengths and tensions of the American experience 3. Defining American Literature: the problems of history and the opportunities of diversity 4. Evaluations and connections: how the literature of the past informs the present, how works of art relate to each other, and how literary scholars use textual evidence and critical lenses to evaluate works of art

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)

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.)
Other. Please explain.

Explanation of other evidence of transferability

A.S. Transfer agreement

OUS school to which the course will transfer

OSU-C - OSU-Cascade

Comparable
course(s)

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.)
Other. Please explain.

Explanation of other evidence of transferability

A.S. Transfer agreement

OUS school to which the course will transfer

PSU - Portland State University

Comparable
course(s)

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.)
Other. Please explain.

Explanation of other evidence of transferability

A.S. Transfer agreement

OUS school to which the course will transfer

UO - University of Oregon

Comparable
course(s)

How does it transfer?

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

Evidence of transferability

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

Explanation of other evidence of transferability

A.S. Transfer agreement

Please attach documentation

Reviewer Comments

Course Change Request

Date Submitted: 03/31/26 2:52 pm

Viewing: **ENG-271 : World Literature: Ancient Through Classical Times**

Last approved: 04/09/24 3:19 am

Last edit: 03/31/26 2:52 pm

Changes proposed by: Amy Warren (amy.warren)

Catalog Pages
referencing this
course

- [Associate of Arts Oregon Transfer \(AAOT\)](#)
- [Associate of General Studies \(AGS\)](#)
- [Biology \(AST\)](#)
- [Business \(AST\)](#)
- [Computer Science \(AST\)](#)
- [Core Transfer Map \(CTM\)](#)
- [Electronics Engineering Technology, AAS](#)
- [Elementary Education \(AAOT\)](#)
- [English AAT](#)
- [English Literature \(ENG\)](#)
- [Microelectronics Systems Technology, AAS](#)
- [Oregon Transfer Module \(OTM\)](#)

Programs
referencing this
course

- [AAS.MICROSYSTECH: Microelectronics Systems Technology](#)
- [AS.TBIOLOGY: Biology \(AST\)](#)
- [NA.OTM: Oregon Transfer Module](#)
- [AS.TCOMPSCIESWO, AS.TCOMPSCIOSPSUO: Computer Science \(AST\)](#)
- [AS.TBUSINESS: Business \(AST\)](#)
- [NA.CTM: Core Transfer Map](#)
- [AS.TPSYCHOLOGY: Psychology \(AST\)](#)
- [AS.TSOCIOLOGY: Sociology \(AST\)](#)
- [AA.TSOCIOLOGY: Sociology \(AAT\)](#)
- [AS.THUMDEVFAM: Human Development and Family Services \(AST\)](#)

In Workflow

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

Approval Path

1. 04/01/26 7:41 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 04/01/26 2:48 pm
Kelly Mercer (kelly.mercer):
Approved for DAFC Curriculum Committee Outline Review Team

History

1. Nov 1, 2023 by
Megan Feagles (megan.feagles)
2. Apr 9, 2024 by
Megan Feagles (megan.feagles)

[AA.THUMDEVFAM: Human Development and Family Services \(AAT\)](#)
[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 \(AAT\)](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix ENG - English Literature

Course Number 271

Department English

Division Academic Foundations and Connections
(AFAC)

Course Title World Literature: Ancient Through Classical Times

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 Summer 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

Literature of the ancient through classical worlds: epic, lyric, and dramatic literature. Through class discussion, research, and written work, students practice close reading and literary interpretation, explore the readings' contemporary relevance, relate the readings to their own lives and the world, and engage in academic conversations about the literature.

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

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule 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?

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)

Arts & Letters

Cultural Literacy

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

Upon successful completion of this course, students should be able to:	
1	examine literary works in the context of the historical events and values that influenced them, and analyze the relationship between the two; (AL2)
2	investigate the development of literary tradition from one culture and time period to another; (AL2)(CL1)
3	apply close reading to analyze various works of literature within a tradition; (AL1)(AL2)
4	construct and defend interpretations of world literature based on class discussion and independent literary research; (AL2)
5	apply to world literature various critical approaches, such as Jungian, feminist, political, sociological, and post-colonial readings, and examine the literature through the lens of power, difference, and discrimination; (AL2)(CL1)
6	apply ideas and lessons from world literature to their own lives and times. (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.

P

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

P

Demonstrate appropriate reasoning in response to complex issues.

P

SP: Speech/Oral Communication Outcomes

Engage in ethical communication processes that accomplish goals.

Respond to the needs of diverse audiences and contexts.

Build and manage relationships.

AL: Arts and Letters Outcomes

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

S

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

S

Outcome Assessment Strategies

Outcomes Assessment Strategies

Criteria

General Examination

Performances/Simulation

Portfolios

Presentations

Rubrics

Thesis/Research Project

Writing Assignments

Major Topic Outline

1. Read representative Babylonian, Egyptian, Hebrew, Chinese, Indian, Greek, and Roman literature from ancient times until approximately 0 CE. 2. Engage in close reading of the literature. 3. Examine these works in their historical context, using both historical events and values as a basis for examination. 4. Note similarities and differences among and within cultures. 5. Introduce critical theories and issues of power, difference, and discrimination. 6. Introduce methods and processes for synthesizing ideas into formal presentations.

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)

[ENGL-LDT](#)

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.)~~

Other. Please explain.

Explanation of other evidence of transferability

[Major Transfer Map; Oregon Transfer Equivalency Guide](#) ~~Major Transfer Map~~

OUS school to which the course will transfer

OSU - Oregon State University

Comparable
course(s)

[ENG LDT](#)

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.)~~

~~Other. Please explain.~~

Explanation of other evidence of transferability

~~Major Transfer Map~~ [Major Transfer Map](#)

OUS school to which the course will transfer

~~OSU-C~~ OSU-Cascade

Comparable
course(s)

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.)~~

~~Other. Please explain.~~

Explanation of other evidence of transferability

~~Major Transfer Map~~

OUS school to which the course will transfer

PSU - Portland State University

Comparable
course(s)

[ENGLD 271](#)

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.)~~
~~Other. Please explain.~~

Explanation of other evidence of transferability

[Major Transfer Map; Oregon Transfer Equivalency Guide](#) ~~Major Transfer Map~~

OUS school to which the course will transfer

~~SOU - Southern Oregon University~~

Comparable
course(s)

How does it transfer?

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

Evidence of transferability

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

Explanation of other evidence of transferability

~~Major Transfer Map~~

OUS school to which the course will transfer

~~UO - University of Oregon~~

Comparable

course(s)

~~ENG200T~~

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.)~~

~~Other. Please explain.~~

Explanation of other evidence of transferability

~~Major Transfer Map; Oregon Transfer Equivalency Guide Major Transfer Map~~

OUS school to which the course will transfer

~~WOU - Western Oregon University~~

Comparable

course(s)

How does it transfer?

~~general education or distribution requirement~~

~~general elective~~

~~required or support for major~~

Evidence of transferability

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

~~Other. Please explain:~~

Explanation of other evidence of transferability

~~Major Transfer Map~~

Please attach documentation

[Transfer Map.pdf](#)

Reviewer Comments

Key: 670

[Preview Bridge](#)

Course Change Request

Date Submitted: 03/31/26 3:26 pm

Viewing: **ENG-272 : World Literature: Early Middle Ages through the 18th Century**

Last approved: 04/09/24 3:19 am

Last edit: 03/31/26 3:26 pm

Changes proposed by: Amy Warren (amy.warren)

Catalog Pages
referencing this
course

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

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

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

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

[Biology \(AST\)](#)

[Business \(AST\)](#)

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

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

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

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

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

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

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

[Electronics Engineering Technology, AAS](#)

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

[English AAT](#)

[English Literature \(ENG\)](#)

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

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

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

[Microelectronics Systems Technology, AAS](#)

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

In Workflow

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

Approval Path

1. 04/01/26 7:41 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 04/01/26 2:48 pm
Kelly Mercer (kelly.mercer):
Approved for DAFC Curriculum Committee Outline Review Team

History

1. Nov 1, 2023 by
Megan Feagles (megan.feagles)
2. Apr 9, 2024 by
Megan Feagles (megan.feagles)

Programs
referencing this
course

[AS.OSUINDENG: AS, Industrial Engineering, OSU](#)
[AS.OSUBIOLENGR: AS, Biological Engineering, OSU](#)
[AS.OSUSMECHENGR: AS, Mechanical Engineering, OSU](#)
[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](#)
[AS.TBUSINESS: Business \(AST\)](#)
[NA.CTM: Core Transfer Map](#)
[AS.TPSYCHOLOGY: Psychology \(AST\)](#)
[AS.TSOCIOLOGY: Sociology \(AST\)](#)
[AA.TSOCIOLOGY: Sociology \(AAT\)](#)
[AS.THUMDEVFAM: Human Development and Family Services \(](#)
[AA.THUMDEVFAM: Human Development and Family Services \(](#)
[AS.OSUCHEMENGR: AS, Chemical Engineering, OSU](#)
[AS.OSUCIVILENGR: AS, Civil Engineering, OSU](#)
[AS.OSUCONENRMGT: AS, Construction Engineering Management](#)
[AS.OSUECOLENGR: AS, Ecological Engineering, OSU](#)
[AS.OSUELCOMPENGR: AS, Electrical Engineering, OSU](#)
[AAS.ELECTRONENGTECH: Electronics Engineering Technology](#)
[AA.OREGONTRANSFER: Associate of Arts Oregon Transfer \(AAC](#)
[AA.OTELEMED: Elementary Education \(AAOT\)](#)
[AGS.GENERAL: Associate of General Studies](#)
[AA.TENGLISH: English \(AAT\)](#)
[AS.OSUENVIRENGR: AS, Environmental Engineering, OSU](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix ENG - English Literature

Course Number 272

Department	English
Division	Academic Foundations and Connections (AFAC)
Course Title	World Literature: Early Middle Ages through the 18th Century

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 Summer 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

Literature of the Early Middle Ages through the 18th Century, in a variety of genres. Through class discussion, research, and written work, students practice close reading and literary interpretation, explore the readings' contemporary relevance, relate the readings to their own lives and the world, and engage in academic conversations about the literature.

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?

Winter

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

Yes

Course Certifications

Is this a Related Instruction course?

No

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

Yes

General Education Outcome(s)

Arts & Letters

Cultural Literacy

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	examine literary works in the context of the historical events and values that influenced them, and analyze the relationship between the two; (AL2)
2	investigate the development of literary tradition from one culture and time period to another; (AL2)(CL1)
3	apply close reading to analyze various works of literature within a tradition; (AL1) (AL2)
4	construct and defend interpretations of world literature based on class discussion and independent literary research; (AL2)
5	apply to world literature various critical approaches, such as Jungian, feminist, political, sociological, and post-colonial readings, and examine the literature through the lens of power, difference, and discrimination; (AL2)(CL1)
6	apply ideas and lessons from world literature to their own lives and times. (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.

P

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

P

Demonstrate appropriate reasoning in response to complex issues.

P

SP: Speech/Oral Communication Outcomes

Engage in ethical communication processes that accomplish goals.

Respond to the needs of diverse audiences and contexts.

Build and manage relationships.

AL: Arts and Letters Outcomes

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

S

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

S

Outcome Assessment Strategies

Outcomes Assessment Strategies

Criteria

General Examination

Performances/Simulation

Portfolios

- Presentations
- Projects
- Rubrics
- Thesis/Research Project
- Writing Assignments

Major Topic Outline

1. Read representative European, Middle Eastern, Chinese, Japanese, Indian, Mayan, and Aztec literature from approximately 0 CE through the late 18th century. 2. Engage in close reading of the literature. 3. Examine these works in their historical context, using both historical events and values as a basis for examination. 4. Note similarities and differences among and within cultures. 5. Introduce critical theories and issues of power, difference, and discrimination. 6. Introduce methods and processes for synthesizing ideas into formal presentations.

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)

ENGL-LDT World Lit Early Mid Ages 18th

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.)~~

Other. Please explain.

Explanation of other evidence of transferability

Major Transfer Map

OUS school to which the course will transfer

OSU - Oregon State University

Comparable
course(s)

ENG LDT +AH*LA: WORLD LITERATURE

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.)~~

Other. Please explain.

Explanation of other evidence of transferability

Major Transfer Map

OUS school to which the course will transfer

OSU-C - OSU-Cascade

Comparable

course(s)

ENG LDT +AH*LA: WORLD LITERATURE

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.)~~

Other. Please explain.

Explanation of other evidence of transferability

Major Transfer Map

OUS school to which the course will transfer

PSU - Portland State University

Comparable

course(s)

ENGLD

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.)~~

Other. Please explain.

Explanation of other evidence of transferability

Major Transfer Map

OUS school to which the course will transfer

~~SOU - Southern Oregon University~~

Comparable
course(s)

How does it transfer?

~~general education or distribution requirement~~

~~general elective~~

~~required or support for major~~

Evidence of transferability

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

~~Other. Please explain.~~

Explanation of other evidence of transferability

~~Major Transfer Map~~

OUS school to which the course will transfer

UO - University of Oregon

Comparable
course(s)

ENG200T

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.)~~

~~Other. Please explain.~~

Explanation of other evidence of transferability

Major Transfer Map

OUS school to which the course will transfer

~~WOU - Western Oregon University~~

Comparable
course(s)

How does it transfer?

~~general education or distribution requirement~~

~~general elective~~

~~required or support for major~~

Evidence of transferability

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

~~Other. Please explain:~~

Explanation of other evidence of transferability

~~Major Transfer Map~~

Please attach documentation

[Transfer Map \(1\).pdf](#)

Reviewer Comments

Course Change Request

Date Submitted: 03/31/26 3:57 pm

Viewing: **ENG-273 : World Literature: the 19th Through 21st Centuries**

Last approved: 04/09/24 3:19 am

Last edit: 03/31/26 3:57 pm

Changes proposed by: Amy Warren (amy.warren)

Catalog Pages
referencing this
course

- [Associate of Arts Oregon Transfer \(AAOT\)](#)
- [Associate of General Studies \(AGS\)](#)
- [Biology \(AST\)](#)
- [Business \(AST\)](#)
- [Computer Science \(AST\)](#)
- [Core Transfer Map \(CTM\)](#)
- [Electronics Engineering Technology, AAS](#)
- [Elementary Education \(AAOT\)](#)
- [English AAT](#)
- [English Literature \(ENG\)](#)
- [Microelectronics Systems Technology, AAS](#)
- [Oregon Transfer Module \(OTM\)](#)

Programs
referencing this
course

- [AAS.MICROSYSTECH: Microelectronics Systems Technology](#)
- [AS.TBIOLOGY: Biology \(AST\)](#)
- [NA.OTM: Oregon Transfer Module](#)
- [AS.TCOMPSCIESWO, AS.TCOMPSCIOSPSUO: Computer Science \(AST\)](#)
- [AS.TBUSINESS: Business \(AST\)](#)
- [NA.CTM: Core Transfer Map](#)
- [AS.TPSYCHOLOGY: Psychology \(AST\)](#)
- [AS.TSOCIOLOGY: Sociology \(AST\)](#)
- [AA.TSOCIOLOGY: Sociology \(AAT\)](#)
- [AS.THUMDEVFAM: Human Development and Family Services \(AST\)](#)

In Workflow

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

Approval Path

1. 04/01/26 7:41 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 04/01/26 2:48 pm
Kelly Mercer (kelly.mercer):
Approved for DAFC Curriculum Committee Outline Review Team

History

1. Nov 1, 2023 by
Megan Feagles (megan.feagles)
2. Mar 29, 2024 by
Megan Feagles (megan.feagles)
3. Apr 9, 2024 by
Megan Feagles (megan.feagles)

[AA.THUMDEVFAM: Human Development and Family Services \(AAT\)](#)
[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 \(AAT\)](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix ENG - English Literature

Course Number 273

Department English

Division Academic Foundations and Connections
(AFAC)

Course Title World Literature: the 19th Through 21st Centuries

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 Summer 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

Literature of the 19th through 21st centuries, in a variety of genres. Through class discussion, research, and written work, students practice close reading and literary interpretation, explore the readings' contemporary relevance, relate the readings to their own lives and the world, and engage in academic conversations about the literature.

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

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule Print in Schedule
Schedule

Hide course in catalog

No

When do you plan to offer this course?

Spring

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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)

Arts & Letters

Cultural Literacy

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

Upon successful completion of this course, students should be able to:	
1	examine literary works in the context of the historical events and values that influenced them, and analyze the relationship between the two; (AL2)
2	investigate the development of literary tradition from one culture and time period to another; (AL2)(CL1)
3	apply close reading to analyze various works of literature within a tradition; (AL1)(AL2)
4	construct and defend interpretations of world literature based on class discussion and independent literary research; (AL2)
5	apply to world literature various critical approaches, such as Jungian, feminist, political, sociological, and post-colonial readings, and examine the literature through the lens of power, difference, and discrimination; (AL2)(CL1)
6	apply ideas and lessons from world literature to their own lives and times. (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:

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AL: Arts and Letters Outcomes

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

S

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

S

Outcome Assessment Strategies

Outcomes Assessment Strategies

Criteria

General Examination

Performances/Simulation

Portfolios

Presentations

Projects

Rubrics

Thesis/Research Project

Writing Assignments

Major Topic Outline

1. Read representative European, Middle Eastern, African, and Asian literature and literature of all the Americas, ranging from the late 18th century to the present. 2. Engage in close reading of the literature. 3. Examine these works in their historical context, using both historical events and values as a basis for examination. 4. Note similarities and differences among and within cultures. 5. Introduce critical theories and issues of power, difference, and discrimination. 6. Introduce methods and processes for synthesizing ideas into formal presentations.

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)

[ENGL-LDT World Lit 19th-21st Cent](#)

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.)~~

Other. Please explain.

Explanation of other evidence of transferability

[Major Transfer Map; Oregon Transfer Equivalency Guide](#) ~~Major Transfer Map~~

OUS school to which the course will transfer

~~OSU - Oregon State University~~

Comparable
course(s)

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.)~~
~~Other. Please explain.~~

Explanation of other evidence of transferability

~~Major Transfer Map~~

OUS school to which the course will transfer

~~OSU-C - OSU-Cascade~~

Comparable
course(s)

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.)~~
~~Other. Please explain.~~

Explanation of other evidence of transferability

~~Major Transfer Map~~

OUS school to which the course will transfer

~~PSU - Portland State University~~

Comparable

course(s)

ENGLD

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.)~~

~~Other. Please explain.~~

Explanation of other evidence of transferability

Major Transfer Map; Oregon Transfer Equivalency Guide ~~Major Transfer Map~~

OUS school to which the course will transfer

~~SOU - Southern Oregon University~~

Comparable

course(s)

How does it transfer?

~~general education or distribution requirement~~

~~general elective~~

~~required or support for major~~

Evidence of transferability

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

~~Other. Please explain.~~

Explanation of other evidence of transferability

~~Major Transfer Map~~

OUS school to which the course will transfer

UO - University of Oregon

Comparable

course(s)

ENG200T

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.)~~

~~Other. Please explain.~~

Explanation of other evidence of transferability

Major Transfer Map; Oregon Transfer Equivalency Guide ~~Major Transfer Map~~

OUS school to which the course will transfer

~~WOU - Western Oregon University~~

Comparable

course(s)

How does it transfer?

~~general education or distribution requirement~~

~~general elective~~

~~required or support for major~~

Evidence of transferability

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

~~Other. Please explain:~~

Explanation of other evidence of transferability

~~Major Transfer Map~~

Please attach documentation

[Transfer Map \(1\).pdf](#)

Reviewer Comments

Course Change Request

Date Submitted: 03/18/26 3:30 pm

Viewing: **HP-120 : Introduction to Health Sciences**

Last approved: 04/06/24 3:21 am

Last edit: 04/06/26 11:21 am

Changes proposed by: Virginia Chambers (virginia.chambers)

Catalog Pages
referencing this
course

[Health Professions](#)

[Health Professions \(HP\)](#)

[Healthcare Careers, Certificate](#)

Programs
referencing this
course

[EFA.HEALTH: EFA, Health Professions](#)

[CC.HLTHCAREERS: Healthcare Careers](#)

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. 03/20/26 9:38 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 04/06/26 11:21 am
Virginia Chambers (virginia.chambers):
Approved for DTPS Curriculum Committee Outline Review Team

History

1. Apr 6, 2024 by
Virginia Chambers (virginia.chambers)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix HP - Health Professions

Course Number 120

Department Health Sciences

Division Technology, Applied Science and Public Services (TAPS)

Course Title Introduction to Health Sciences

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 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

This course introduces students to Career Technical Education (CTE) Programs within Health Professions and prepares students for next steps in applying for competitive program entry.

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 or placement in WR-101

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in
Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall/Spring ~~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	explore career technical education (CTE) programs within health professions;
2	summarize the necessary knowledge, skills, and abilities of a healthcare professional;
3	identify postsecondary education training requirements for Health Science <u>Programs</u> ; Programs and summarize academic and non-academic requirements for program entry;
4	<u>summarize academic and non-academic requirements;</u> develop an academic plan and prepare for next steps in applying for program entry.
<u>5</u>	<u>develop an academic plan and prepare for next steps in applying for program entry.</u>

Major Topic Outline

Training requirements, employment opportunities, job growth as it pertains to the following CTE Programs: Medical Assistant Program, Dental Assistant Program, Medical Billing and Coding Program, Phlebotomy Program, EMT Program, Nursing Assistant Program
OHA rules for students in clinical training
Application process for Health Science programs

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: 4391

[Preview Bridge](#)

Course Change Request

Date Submitted: 02/19/26 11:01 am

Viewing: **TA-122 : Costuming II**

Last approved: 11/07/23 5:05 am

Last edit: 03/19/26 11:20 am

Changes proposed by: Melissa Jones (melissaj)

Catalog Pages
referencing this
course

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

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

[Biology \(AST\)](#)

[Business \(AST\)](#)

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

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

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

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

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

Programs
referencing this
course

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

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

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

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

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

[AS.TPSYCHOLOGY: Psychology \(AST\)](#)

[AS.TSOCIOLOGY: Sociology \(AST\)](#)

[AA.TSOCIOLOGY: Sociology \(AAT\)](#)

[AS.THUMDEVFAM: Human Development and Family Services \(AST\)](#)

[AA.THUMDEVFAM: Human Development and Family Services \(AAT\)](#)

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

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

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

In Workflow

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

Approval Path

1. 02/23/26 7:27 am
Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 04/02/26 1:30 pm
Debra Carino (dcarino): Approved for DASC Curriculum Committee Outline Review Team

History

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

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix TA - Theatre Arts

Course Number 122

Department Communications and Theatre Arts

Division Arts and Sciences

Course Title Costuming 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

Lec/Lab 66.00

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 66

Proposed Effective Summer 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

Second in a three-part series. This course focuses on the principles and practice of theatrical costume design, including basic design aspects, playscript and character analysis, research techniques, costume maintenance and costume rendering. Students learn costume construction and costume design techniques through a series of hands-on projects. May be repeated for up to 6 credits. ~~Second in a three-part series. Study and practice in theatrical costuming techniques for various types of live theatrical productions. Students will analyze scripts, research historical background, and study period fashion to develop character wardrobes. This is a project-based course where students will construct and tailor costume and prop pieces for cast members. No experience necessary; limited seats.~~

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?

Yes No

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

Course Requisites

Required

Prerequisites

TA-121

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

~~TA-121~~

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule Print in Schedule
Schedule

Hide course in catalog

No

When do you plan to offer this course?

Winter

Will this class use library resources?

No

Course Certifications

Is this a Related Instruction course?

No

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

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	develop a character's <u>wardrobe</u> wardrobe ; based on script analysis;
2	research <u>period-appropriate</u> period-appropriate fashion;
3	develop and use standard costume <u>charts</u> ; charts, based on script analysis ;

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

4 construct garments using both hand and machine sewing techniques; ~~choose appropriate fabrics, colors, and period styles to develop a character's look;~~

5 design costumes using various rendering techniques. ~~construct garments using both hand and machine sewing techniques.~~

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.

Outcome Assessment Strategies

Outcomes Assessment Strategies

Major Topic Outline

Script analysis - charting costume pieces from script - developing characters with wardrobe looks - researching historical backgrounds and periods - choosing color palettes - specialized hand and machine sewing techniques - costume design rendering - costume fitting and alteration - group and independent projects • ~~Script analysis • Charting costume pieces from script • Developing characters with wardrobe looks • Researching historical backgrounds and period • Choosing color palettes and fabrics • Developing consistency and harmony among character wardrobes • Basic sewing techniques • Maintaining and repairing fabrics and costume pieces • Basic theatrical make-up • Mask making when needed • Independent final projects~~

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)

Liberal Arts Core Curriculum TA-LDT Costuming ~~ART 146 Costume Fundamentals at SOU TA 100-level course at UO TA-246 Tech Theatre: Costuming at WOU; counts as Liberal Arts Core Curriculum TA-LDT Costuming at 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~~

~~Individual university transfer guides~~

OUS school to which the course will transfer

~~PSU - Portland State University~~

Comparable

course(s)

~~ART 146 Costume Fundamentals at SOU TA 100-level course at UO TA-246 Tech Theatre: Costuming at WOU; counts as Liberal Arts Core Curriculum TA-LDT Costuming at 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

~~Individual university transfer guides~~

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable

course(s)

ART 146 Costume Fundamentals ~~ART 146 Costume Fundamentals at SOU TA 100-level course at UO TA-246 Tech Theatre: Costuming at WOU; counts as Liberal Arts Core Curriculum TA-LDT Costuming at 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

~~Individual university transfer guides~~

OUS school to which the course will transfer

UO - University of Oregon

Comparable

course(s)

TA 100-level course ~~ART 146 Costume Fundamentals at SOU TA 100-level course at UO TA-246 Tech Theatre: Costuming at WOU; counts as Liberal Arts Core Curriculum TA-LDT Costuming at 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

Individual university transfer guides

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable

course(s)

[TA-246 Tech Theatre: Costuming](#) ~~ART 146 Costume Fundamentals at SOU TA 100-level course at UO TA-246 Tech Theatre: Costuming at WOU; counts as Liberal Arts Core Curriculum TA-LDT Costuming at 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

Individual university transfer guides

Please attach documentation

Reviewer Comments

Course Change Request

Date Submitted: 02/19/26 11:04 am

Viewing: **TA-123 : Costuming III**

Last approved: 11/07/23 5:05 am

Last edit: 03/19/26 11:19 am

Changes proposed by: Melissa Jones (melissaj)

Catalog Pages
referencing this
course

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

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

[Biology \(AST\)](#)

[Business \(AST\)](#)

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

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

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

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

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

Programs
referencing this
course

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

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

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

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

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

[AS.TPSYCHOLOGY: Psychology \(AST\)](#)

[AS.TSOCIOLOGY: Sociology \(AST\)](#)

[AA.TSOCIOLOGY: Sociology \(AAT\)](#)

[AS.THUMDEVFAM: Human Development and Family Services \(AST\)](#)

[AA.THUMDEVFAM: Human Development and Family Services \(AAT\)](#)

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

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

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

In Workflow

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

Approval Path

1. 02/23/26 7:28 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 04/07/26 1:31 pm
Ephanie Debey (ephanie.debey):
Approved for DASC Curriculum Committee Outline Review Team

History

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

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix TA - Theatre Arts

Course Number 123

Department Communications and Theatre Arts

Division Arts and Sciences

Course Title Costuming III

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

Lec/Lab 66.00

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 66

Proposed Effective Summer 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

Third in a three-part series. Study and practice in theatrical costuming techniques for various types of live theatrical productions. Students will analyze scripts, research historical background and period fashion, and learn basics of makeup and hair for the stage. Students learn through a series of hands-on projects. May be repeated for up to 6 credits. ~~Third in a three-part series. Study and practice in theatrical costuming techniques for various types of live theatrical productions. Students will analyze scripts, research historical background, and study period fashion to develop character wardrobes. This is a project-based course where students will construct and tailor costume and prop pieces for cast members. No experience necessary; limited seats.~~

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?

Yes No

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

Course Requisites

Required

Prerequisites

TA-122

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

~~TA-121 or TA-122~~

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule Print in Schedule
Schedule

Hide course in catalog

No

When do you plan to offer this course?

Spring

Will this class use library resources?

No

Course Certifications

Is this a Related Instruction course?

No

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

Yes

General Education Outcome(s)

Arts & Letters

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	develop a character's <u>wardrobe</u> wardrobe ; based on script analysis;
2	research period appropriate fashion;
3	develop and use standard costume <u>charts</u> charts ; based on script analysis;

	Upon successful completion of this course, students should be able to:
4	choose appropriate fabrics, colors, and period styles to develop a character's look;
5	construct garments using both hand and machine sewing techniques.

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.

Outcome Assessment Strategies

Outcomes Assessment Strategies

Projects

Major Topic Outline

Script analysis - charting costume pieces from script - developing characters with wardrobe looks - researching historical backgrounds and periods - specialized hand and machine sewing techniques - theatre hair and makeup - independent final projects and portfolio creation

~~Script analysis • Charting costume pieces from script • Developing characters with wardrobe looks • Researching historical backgrounds and period • Choosing color palettes and fabrics • Developing consistency and harmony among character wardrobes • Basic sewing techniques • Maintaining and repairing fabrics and costume pieces • Basic theatrical make-up • Mask making when needed • Independent final projects~~

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)

Liberal Arts Core Curriculum TA-LDT Costuming ~~ART 146 Costume Fundamentals at SOU TA 100-level course at UO TA-246 Tech Theatre: Costuming at WOU; counts as Liberal Arts Core Curriculum TA-LDT Costuming at 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

Individual university transfer guides.

OUS school to which the course will transfer

~~PSU - Portland State University~~

Comparable

course(s)

~~ART 146 Costume Fundamentals at SOU TA 100-level course at UO TA-246 Tech Theatre: Costuming at WOU; counts as Liberal Arts Core Curriculum TA-LDT Costuming at 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

~~Individual university transfer guides.~~

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable

course(s)

ART 146 Costume Fundamentals ~~ART 146 Costume Fundamentals at SOU TA 100-level course at UO TA-246 Tech Theatre: Costuming at WOU; counts as Liberal Arts Core Curriculum TA-LDT Costuming at 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

Individual university transfer guides.

OUS school to which the course will transfer

UO - University of Oregon

Comparable

course(s)

TA 100-level course ~~ART 146 Costume Fundamentals at SOU TA 100-level course at UO TA-246 Tech Theatre: Costuming at WOU; counts as Liberal Arts Core Curriculum TA-LDT Costuming at 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

Individual university transfer guides.

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable

course(s)

TA-246 Tech Theatre: Costuming ~~ART 146 Costume Fundamentals at SOU TA 100-level course at UO TA-246 Tech Theatre: Costuming at WOU; counts as Liberal Arts Core Curriculum TA-LDT Costuming at 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

Individual university transfer guides.

Please attach documentation

Reviewer Comments

Course Change Request

Date Submitted: 02/19/26 11:45 am

Viewing: **TA-211 : Technical Theatre Study**

Last approved: 02/07/26 5:03 am

Last edit: 03/16/26 12:12 pm

Changes proposed by: Melissa Jones (melissaj)

Catalog Pages
referencing this
course

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

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. 02/23/26 7:29 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 04/07/26 1:25 pm
Ephanie Debey (ephanie.debey):
Approved for DASC Curriculum Committee Outline Review Team

History

1. Nov 7, 2023 by
Megan Feagles (megan.feagles)
2. Feb 7, 2026 by
Jennifer Jett (jennifer.jett)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix TA - Theatre Arts

Course Number 211

Department Communications and Theatre Arts

Division Arts and Sciences

Course Title Technical Theatre Study

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 Summer 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

Comprehensive study and practice in presentational graphics, scene design, lighting design, and chromatics. The full creative process of staging a production will be explored through aesthetic research and design projects; in direct support of the student performance showcase. Includes hands-on participation in CCC's main stage productions.

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

TA-111, TA-112, and TA-113

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

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 the basic skills used in technical theatre;
2	demonstrate the rudiments of presentational graphics, scenic artistry, and lighting design;
3	demonstrate their proficiencies through direct participation in the term's main stage production;
4	demonstrate applicable mathematic concepts in the production process;
5	value self in context to artistic expression for colleagues and community;
6	communicate awareness of collaboration through responsive reflection and writing.

Major Topic Outline

1. Presentational Graphics. 2. Stage drafting and drawing. 3. Floor plans. 4. Perspective methods. 5. Rendering styles -- water color, colored pencils. 6. 2-D as well as 3-D elevations. 7. Independent research

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

Course Transferability

OUS school to which the course will transfer

PSU - Portland State University

Comparable

course(s)

TA-234 Workshop Theater: Scenery, Costume & Lighting Production II (Can take up to 9 credits at PSU) ~~TA-244 Technical Theatre: Scenecraft~~ ~~TA-245 Technical Theatre: Lighting at WOU.~~

How does it transfer?

general education or distribution requirement
required or support for major

Evidence of transferability

[Other. Please explain.](#)

Explanation of other evidence of transferability

[Course information on website.](#)

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable

course(s)

[TA 244 Technical Theatre: Scenecraft, TA 245 Technical Theatre: Lighting](#) ~~TA-234 Workshop Theater: Scenery, Costume & Lighting Production II (Can take up to 9 credits at PSU) TA 244 Technical Theatre: Scenecraft TA 245 Technical Theatre: Lighting at WOU:~~

How does it transfer?

general education or distribution requirement
required or support for major

Evidence of transferability

[Other. Please explain.](#)

Explanation of other evidence of transferability

[Course information on website.](#)

Please attach documentation

Reviewer Comments

Program	Implementation
Healthcare Careers CC	2026/SU

Program Change Request

Date Submitted: 04/08/26 12:00 pm

Viewing: **CC.HLTHCAREERS : Healthcare Careers**

Last approved: 04/05/24 9:40 am

Last edit: 04/08/26 12:11 pm

Changes proposed by: Virginia Chambers (virginia.chambers)

Catalog Pages Using
this Program

[Healthcare Careers, Certificate](#)

Change Type

NWCCU Portal Update

Program Contact Information

Are you the Faculty Contact Person?

Yes

In Workflow

1. Curriculum Office
2. HTHS Chair
3. DTPS Dean
4. Curriculum Office
5. Curriculum Committee Approval
6. CCWD Approval

Approval Path

1. 04/08/26 12:11 pm
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 04/08/26 12:14 pm
Virginia Chambers (virginia.chambers):
Approved for HTHS Chair
3. 04/09/26 11:16 am
Armetta Burney (armetta.burney):
Approved for DTPS Dean

History

1. Oct 6, 2022 by clmig-kxayasene
2. Feb 6, 2023 by Megan Feagles (megan.feagles)
3. Apr 18, 2023 by Megan Feagles (megan.feagles)

4. Jun 5, 2023 by
Megan Feagles
(megan.feagles)
5. Apr 5, 2024 by
Virginia Chambers
(virginia.chambers)

Program Overview

Name of Proposed Program

Healthcare Careers

Program Code CC.HLTHCAREERS

Award (CCWD)

Certificate (12-30 credits) (CC)

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

Educational Focus Health Professions
Area

Effective Catalog 2026-2027
Edition

Career Area Health Services

Department Health Sciences

Division Technology, Applied Science and Public
Services (TAPS)

Other locations (institutions) this Program will be offered

CIP Code 51.0712 ~~51.0802~~ - Medical
Reception/Receptionist. ~~Clinical/Medical~~
~~Laboratory Assistant.~~

Reason the Advisory Committee was not contacted.

Changing the CIP coding to more accurately reflect the program - it was missed when the certificate was updated and there was no need to include the Advisory Board.

Program Award Information

Program Learning Outcomes (PLOs)

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

	Outcome(s)
1	summarize the knowledge, skills, and attributes of a successful healthcare professional and describe how healthcare professionals impact patient experience;
2	explain the importance of patient safety and demonstrate effective use of electronic health records systems;
3	discuss the importance of medical terminology as it relates to communication and documentation;
4	identify postsecondary education training requirements for Health Science Programs and summarize academic and non-academic requirements for program entry;
5	develop an academic plan and prepare for next steps in applying for program entry;
6	obtain the following healthcare certificates: BLS/CPR for Healthcare Providers, Bloodborne Pathogens, First Aid, HIPAA.

Proposed Curriculum		
HP-100	Healthcare Provider BLS/CPR, First Aid/Bloodborne Pathogens	1.00
HP-110	Medical Terminology	4.00
HP-120	Introduction to Health Sciences	3.00
HP-130	Communications and Ethical Practices in Healthcare Settings	2.00
WR-101	Workplace Writing	4.00
or WR-121Z	Composition I	
Total Credits		14

Reviewer

Comments

Program	Implementation
Accounting AAS	2026/SU
Accounting Clerk CC	2026/SU

Program Change Request

Date Submitted: 03/29/26 8:14 pm

Viewing: **AAS.ACCNTG : Accounting**

Last approved: 04/18/25 8:40 am

Last edit: 04/17/26 8:14 am

Changes proposed by: Joan San-Claire (joan.san-claire)

Catalog Pages Using
this Program
[Accounting, AAS](#)

Change Type

Program Contact Information

Are you the Faculty Contact Person?

Yes

In Workflow

1. Curriculum Office
2. BTBA Chair
3. DASC Dean
4. Curriculum Office
5. Curriculum Committee Approval

Approval Path

1. 03/30/26 7:04 am
Megan Feagles
(megan.feagles):
Approved for
Curriculum Office
2. 03/30/26 9:24 am
Beverly Forney
(beverlyf):
Approved for BTBA
Chair
3. 03/30/26 11:45 am
Anne-Mary Nash-
Haruna
(annemary.nashharu)
Approved for DASC
Dean
4. 04/03/26 11:48 am
Megan Feagles
(megan.feagles):
Approved for
Curriculum Office

History

1. Oct 6, 2022 by
clmig-kxayasene

2. Feb 14, 2023 by
Megan Feagles
(megan.feagles)
3. Apr 18, 2023 by
Megan Feagles
(megan.feagles)
4. Apr 18, 2023 by
Megan Feagles
(megan.feagles)
5. Jun 5, 2023 by
Megan Feagles
(megan.feagles)
6. Sep 8, 2023 by
Megan Feagles
(megan.feagles)
7. Oct 30, 2023 by
Megan Feagles
(megan.feagles)
8. Nov 9, 2023 by
Megan Feagles
(megan.feagles)
9. Mar 11, 2024 by
Megan Feagles
(megan.feagles)
10. Mar 15, 2024 by
Megan Feagles
(megan.feagles)
11. Apr 5, 2024 by
Megan Feagles
(megan.feagles)
12. Jun 3, 2024 by
Megan Feagles
(megan.feagles)
13. Jun 3, 2024 by
Megan Feagles
(megan.feagles)
14. Nov 25, 2024 by
Megan Feagles
(megan.feagles)
15. Feb 7, 2025 by Joan
San-Claire
(joan.san-claire)

16. Apr 4, 2025 by
Megan Feagles
(megan.feagles)
17. Apr 18, 2025 by
Joan San-Claire
(joan.san-claire)

Program Overview

Name of Proposed Program

Accounting

Program Code AAS.ACCNTG

Award (CCWD)

AAS Degree (90-108 credits) (AAS)

Type of Program Associate of Applied Science (AAS)
(CCC)

Educational Focus Business
Area

Effective Catalog 2026-2027
Edition

Career Area Business and Management

Department Business

Division Arts and Sciences

Other locations (institutions) this Program will be offered

CIP Code 52.0301 - Accounting.

Was your Advisory Committee notified of the change(s)?

No

Reason the Advisory Committee was not contacted.

Math was extensively discussed with the Advisory Board in the past and all agreed that math was a necessary requirement for accounting students. This change is insubstantive and is needed to prevent ISP 261 from being applied, wherein the math requirement has been waived.

Program Award Information

Program Learning Outcomes (PLOs)

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

	Outcome(s)
1	organize, analyze, record, and report financial events by applying the principles, standards, and practices of general, financial, managerial, cost, income tax, payroll, and governmental and nonprofit accounting;
2	capably use basic business and accounting computerized tools and systems;
3	comprehend overall business environments and influences on financial situations, such as economic or legislative events;
4	develop critical, ethical, and analytical problem-solving skills to inform operational planning, decision making, and continuous improvement using financial analysis, costing systems, budgeting and forecasting, and performance evaluation.

Proposed Curriculum

Plan of Study Grid

First Year

Fall Term		Credits
BA-101Z	Introduction to Business	4.00
BA-111	General Accounting I	3.00
BA-131	Introduction to Business Computing	4.00
MTH-050	Technical Mathematics I ¹	4.00
	or MTH-065 or Algebra II	
	Credits	15

Winter Term

BA-112	General Accounting II	4.00
BA-169Z	Data Analysis Using Microsoft Excel	4.00
BA-177	Payroll Accounting	3.00
WR-121Z	Composition I	4.00
	Credits	15

Spring Term

BA-205	Business Communications With Technology	4.00
BA-211Z	Principles of Financial Accounting	4.00
BA-285	Human Relations in Business	4.00

<u>EC-201Z</u>	Principles of Microeconomics	4.00
	Credits	16
Second Year		
Fall Term		
<u>BA-213Z</u>	Principles of Managerial Accounting	4.00
<u>BA-218</u>	Personal Finance	4.00
<u>BA-226Z</u>	Introduction to Business Law	4.00
<u>WR-227Z</u>	Technical Writing	4.00
	Credits	16
Winter Term		
<u>BA-216</u>	Cost Accounting	4.00
<u>BA-256</u>	Income Tax Accounting	4.00
<u>PE/Health/Safety/First Aid requirement</u>		1.00
<u>Electives</u>		4.00
	Credits	13
Spring Term		
<u>BA-228</u>	Computerized Accounting	4.00
<u>BA-240</u>	Introduction to Financial Management	4.00
<u>BA-255</u>	Governmental and Nonprofit Accounting	4.00
<u>Electives</u>		3.00
	Credits	15
	Total Credits	90

1

or higher, based on advising/enrollment math placement. This requirement may not be waived by placement. ISP 261 does not apply. Substitute college transfer courses such as [MTH-105Z](#) Math in Society, if you plan to continue your education at a higher education institution. It is recommended that you consult with a faculty or academic advisor for the transfer requirements of the specific advanced program or school.

Electives

Any [BA](#), [BT](#), [CS](#), or [EC](#) course not included in the program, or any of the following:

<u>FYE-101</u>	First Year Experience Level I	2.00
<u>LIB-101</u>	Introduction to Library Research	1.00
<u>MTH-105Z</u>	Math in Society	4.00
<u>STAT-243Z</u>	Elementary Statistics I	4.00

Reviewer

Comments

Program Change Request

Date Submitted: 03/29/26 8:11 pm

Viewing: **CC.ACNTGCLERK : Accounting Clerk**

Last approved: 04/18/25 8:42 am

Last edit: 04/17/26 8:18 am

Changes proposed by: Joan San-Claire (joan.san-claire)

Catalog Pages Using
this Program
[Accounting Clerk, Certificate](#)

Change Type

Program Contact Information

Are you the Faculty Contact Person?

Yes

In Workflow

1. Curriculum Office
2. BTBA Chair
3. DASC Dean
4. Curriculum Office
5. Curriculum Committee Approval

Approval Path

1. 03/30/26 7:04 am
Megan Feagles
(megan.feagles):
Approved for
Curriculum Office
2. 03/30/26 9:24 am
Beverly Forney
(beverlyf):
Approved for BTBA
Chair
3. 03/30/26 11:40 am
Anne-Mary Nash-
Haruna
(annemary.nashharu)
Approved for DASC
Dean
4. 04/03/26 11:48 am
Megan Feagles
(megan.feagles):
Approved for
Curriculum Office

History

1. Oct 6, 2022 by
clmig-kxayasene

2. Feb 14, 2023 by
Megan Feagles
(megan.feagles)
3. Apr 18, 2023 by
Megan Feagles
(megan.feagles)
4. Jun 5, 2023 by
Megan Feagles
(megan.feagles)
5. Oct 30, 2023 by
Megan Feagles
(megan.feagles)
6. Nov 9, 2023 by
Megan Feagles
(megan.feagles)
7. Mar 11, 2024 by
Megan Feagles
(megan.feagles)
8. Mar 15, 2024 by
Megan Feagles
(megan.feagles)
9. Apr 5, 2024 by
Megan Feagles
(megan.feagles)
10. Apr 4, 2025 by
Megan Feagles
(megan.feagles)
11. Apr 18, 2025 by
Joan San-Claire
(joan.san-claire)

Program Overview

Name of Proposed Program

Accounting Clerk

Program Code CC.ACNTGCLERK

Award (CCWD)

Certificate, Related to a Parent Program (45-60 credits) (CC1R)

Parent Program

AAS.ACCNTG

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

Educational Focus Business
Area

Effective Catalog 2026-2027
Edition

Career Area Business and Management

Department Business

Division Arts and Sciences

Other locations (institutions) this Program will be offered

CIP Code 52.0302 - Accounting Technology/Technician
and Bookkeeping.

Was your Advisory Committee notified of the change(s)?

No

Reason the Advisory Committee was not contacted.

Math was discussed extensively in the past in Advisory Board meetings, and the Board agreed that math was essential for accounting students. Enrollment has been applying ISP 261 and waiving this requirement so this update clarifies the language to prevent that.

Program Award Information

Program Learning Outcomes (PLOs)

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

	Outcome(s)
1	organize, analyze, record, and report financial events by applying the principles, standards, and practices of general, financial, and payroll accounting;
2	capably use basic business and accounting computerized tools and systems;

	Outcome(s)
3	comprehend overall business environments and influences on financial situations, such as economic events.

Proposed Curriculum

Plan of Study Grid

Fall Term		Credits
<u>BA-101Z</u>	Introduction to Business	4.00
<u>BA-111</u>	General Accounting I	3.00
<u>BA-131</u>	Introduction to Business Computing	4.00
<u>MTH-050</u>	Technical Mathematics I ¹	4.00
	or <u>MTH-065</u> or Algebra II	
	Credits	15
 Winter Term		
<u>BA-112</u>	General Accounting II	4.00
<u>BA-169Z</u>	Data Analysis Using Microsoft Excel	4.00
<u>BA-177</u>	Payroll Accounting	3.00
<u>WR-121Z</u>	Composition I	4.00
	Credits	15
 Spring Term		
<u>BA-211Z</u>	Principles of Financial Accounting	4.00
<u>BA-228</u>	Computerized Accounting	4.00
<u>BA-285</u>	Human Relations in Business	4.00
<u>EC-201Z</u>	Principles of Microeconomics	4.00
	Credits	16
	Total Credits	46

¹

or higher, based on advising/enrollment math placement. This requirement may not be waived by placement. ISP 261 does not apply. Substitute college transfer courses such as [MTH-105Z](#) Math in Society, if you plan to continue your education at a higher education institution. It is recommended that you consult with a faculty or academic advisor for the transfer requirements of the specific advanced program or school.

Courses in this program can be applied to satisfy elective requirements in the [Business AAS](#)

Reviewer

Comments

Program	Implementation
Electronics Engineering Technology AAS	2026/SU
Electronics Engineering Technology CC	2026/SU
Microelectronics Systems Technology AAS	2026/SU
Microelectronics Systems Technology CC	2026/SU

Program Change Request

Date Submitted: 04/03/26 11:29 am

Viewing: **AAS.ELECTRONENGTECH : Electronics**

Engineering Technology

Last approved: 04/03/26 9:18 am

Last edit: 04/06/26 12:31 pm

Changes proposed by: Michael Farrell (mike.farrell)

Catalog Pages Using
this Program

[Electronics Engineering Technology, AAS](#)

Change Type

NWCCU Portal Update

Program Contact Information

Are you the Faculty Contact Person?

Yes

In Workflow

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

Approval Path

1. 04/03/26 11:31 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 04/04/26 7:36 pm
Craig Connors (craig.connors):
Approved for IDTD Chair
3. 04/06/26 8:47 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 14, 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. Feb 16, 2024 by
Michael Farrell
(mike.farrell)
 8. Mar 15, 2024 by
Michael Farrell
(mike.farrell)
 9. Mar 15, 2024 by
Megan Feagles
(megan.feagles)
 10. Mar 15, 2024 by
Megan Feagles
(megan.feagles)
 11. Mar 15, 2024 by
Megan Feagles
(megan.feagles)
 12. Apr 5, 2024 by
Megan Feagles
(megan.feagles)
 13. Jun 11, 2024 by
Megan Feagles
(megan.feagles)
 14. Jan 17, 2025 by
Megan Feagles
(megan.feagles)
 15. Apr 4, 2025 by
Megan Feagles
(megan.feagles)
 16. May 3, 2025 by
Megan Feagles
(megan.feagles)

17. Jun 6, 2025 by
Megan Feagles
(megan.feagles)
18. Apr 3, 2026 by
Megan Feagles
(megan.feagles)

Program Overview

Name of Proposed Program

Electronics Engineering Technology

Program Code AAS.ELECTRONENGTECH

Award (CCWD)

AAS Degree (90-108 credits) (AAS)

Type of Program Associate of Applied Science (AAS)
(CCC)

Educational Focus Industrial Technology and Automotive
Area

Effective Catalog 2026-2027
Edition

Career Area Industrial and Engineering Systems

Department Industrial Technology

Division Technology, Applied Science and Public
Services (TAPS)

Other locations (institutions) this Program will be offered

CIP Code 15.0303 - Electrical, Electronic, and
Communications Engineering
Technology/Technician.

Was your Advisory Committee notified of the change(s)?

Yes

Please attach [Agenda 11_25.docx](#)
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	communicate critical information about electronic systems using verbal, written, or graphical means;
2	troubleshoot electrical and electronic systems;
3	analyze electronic systems;
4	install or build electronic and electromechanical systems;
5	use proper electrical test equipment to test and maintain electronic and electrical components and equipment;
6	demonstrate safe work habits around electricity and electronic equipment.

Proposed Curriculum

Plan of Study Grid

First Year

First Term

		Credits
EET-112	Electronic Equipment and Assembly I	1.00
EET-137	Electrical Fundamentals I	4.00
EET-139	Principles of Troubleshooting I	2.00
EET-157	Digital Logic I	3.00
SM-150	Semiconductor Processing I	2.00
WR-121Z	Composition I	4.00
	Credits	16

Second Term

COMM-111Z	Public Speaking	4.00
EET-113	Electronic Equipment and Assembly II	1.00
EET-141	Electrical Fundamentals II	4.00
EET-257	Digital Logic II	3.00

<u>IMT-120</u>	Industrial Machinery I	3.00-4.00
or <u>MFG-103</u>	or Machining for Fabrication & Maintenance	
or <u>WLD-150</u>	or Welding Processes	
<u>MTH-108</u>	<u>Data Science Explorations ¹</u>	<u>4.00</u>
or <u>MTH-111Z</u>	or <u>Precalculus I: Functions</u>	
	Credits	15-16
Third Term		
<u>COMM-111Z</u>	<u>Public Speaking</u>	<u>4.00</u>
<u>EET-114</u>	Electronic Equipment and Assembly III	1.00
<u>EET-142</u>	Electrical Fundamentals III	4.00
<u>EET-254</u>	Introduction to Microcontrollers	3.00
<u>HD-209</u>	Job Search Skills	2.00
<u>IMT-223</u>	Instrumentation & Controls	3.00
MTH-111Z	Precalculus I: Functions	4.00
	Credits	17
Second Year		
Fourth Term		
<u>EET-127</u>	Semiconductor Circuits I	2.00
<u>EET-215</u>	Technical Mechanics	3.00
<u>EET-239</u>	Principles of Troubleshooting II	2.00
<u>MFG-107</u>	Industrial Safety & First Aid	3.00
MTH-112Z	Precalculus II: Trigonometry	4.00
<u>Cultural Literacy Electives</u>		4.00
<u>Electives</u>		<u>3.00</u>
	Credits	17
Fifth Term		
Select one of the following:		3.00
<u>CDT-103</u>	Computer-Aided Drafting I	3.00
or <u>CDT-108A</u>	or Introduction to SolidWorks	
or <u>CDT-223</u>	or Inventor Fundamentals	
CDT-108A	Introduction to SolidWorks	-
CDT-223	Inventor Fundamentals	-
<u>EET-225</u>	Mechatronics I	2.00
<u>EET-227</u>	Semiconductor Circuits II	3.00
<u>EET-233</u>	Programmable Logic Controllers I	3.00
<u>MFG-209</u>	Programming & Automation for Manufacturing	3.00
<u>Electives</u>		3.00
	Credits	17
Sixth Term		
<u>EET-234</u>	Programmable Logic Controllers II	3.00
<u>EET-235</u>	Mechatronics II	2.00

EET-250	Linear Circuits	3.00
Cultural Literacy Electives		4.00
Electives		3.00
	Credits	15
	Total Credits	97-98

¹
[MTH-111Z Precalculus I: Functions required for transfer to OIT](#)

Electives

Any [CDT](#), [EET](#), [IMT](#), [MET](#), [MFG](#), [RET](#), [SM](#), [WET](#), or [WLD](#) course not included in the [program, or any of the following:](#)
[program.](#)

Recommended Electives

CS-140	Introduction to Operating Systems	4.00
CS-161	Computer Science I	4.00
MFG-140	Principles of Fluid Power	3.00
MFG-219	Robotics	3.00
MTH-112Z	Precalculus II: Trigonometry ²	4.00
MTH-251Z	Differential Calculus ²	4.00
MTH-252Z	Integral Calculus ²	4.00
PH-211	General Physics With Calculus ²	5.00
PH-212	General Physics With Calculus ²	5.00
PH-213	General Physics With Calculus ²	5.00
SM-136	Photolithography	2.00
SM-160	Semiconductor Processing II	2.00
SM-170	Semiconductor Processing III	2.00
SM-229	Vacuum Technology	2.00
WR-227Z	Technical Writing ²	4.00

¹~~These two courses can be applied to the Microelectronics Systems Technology Certificate~~

²
 Recommended for students who plan to transfer to Oregon Tech. Oregon Tech will also accept [PH-201](#) General Physics, [PH-202](#) General Physics, and [PH-203](#) General Physics. Students should contact Oregon Tech about transferability of these classes.

Some Elective Courses may be applied to the Microelectronics Systems Technology Certificate and the Microelectronics Systems Technology AAS.

Cultural Literacy Electives

<u>ANT-102</u>	Archaeology & Prehistory	4.00
<u>ANT-103</u>	Cultural Anthropology	4.00
<u>ANT-232</u>	Native Americans of North America	4.00
<u>ART-204</u>	History of Art/Ancient Through Medieval	4.00
<u>ART-205</u>	History of Art/Romanesque Through Baroque	4.00
<u>ART-206</u>	History of Art/Enlightenment Through Contemporary	4.00
<u>ASL-201</u>	Second-Year American Sign Language I	4.00
<u>ASL-202</u>	Second-Year American Sign Language II	4.00
<u>ASL-203</u>	Second-Year American Sign Language III	4.00
<u>COMM-126</u>	Intro to Communication, Gender, and Sexuality	4.00
<u>COMM-140</u>	Introduction to Intercultural Communication	4.00
<u>COMM-218Z</u>	Interpersonal Communication	4.00
<u>COMM-219</u>	Small Group Discussion	4.00
<u>ENG-107</u>	World Literature: Ancient Through Classical Times	4.00
<u>ENG-108</u>	World Literature: Early Middle Ages through the 18th Century	4.00
<u>ENG-109</u>	World Literature: The 19th through 21st Centuries	4.00
<u>ENG-213</u>	U.S. Latinx Literature	4.00
<u>ENG-240</u>	Native American Mythology	4.00
<u>ENG-241</u>	Norse Mythology	4.00
<u>ENG-243</u>	African Mythology	4.00
<u>ENG-250</u>	Greek Mythology	4.00
<u>ENG-251</u>	Celtic Mythology	4.00
<u>ENG-252</u>	Hindu Mythology	4.00
<u>ENG-261</u>	Literature of Science Fiction	4.00
<u>ENG-271</u>	World Literature: Ancient Through Classical Times	4.00

<u>ENG-272</u>	World Literature: Early Middle Ages through the 18th Century	4.00
<u>ENG-273</u>	World Literature: the 19th Through 21st Centuries	4.00
<u>ENG-295</u>	Revolutionary Film	4.00
<u>ES-101</u>	Introduction to Ethnic Studies	4.00
<u>ES-211</u>	Introduction to Latino/a/x Studies	4.00
<u>ES-221</u>	Introduction to Black Studies	4.00
<u>ES-231</u>	Introduction to Southeast Asian and South Pacific Island Diaspora Studies	4.00
<u>ES-241</u>	Introduction to Native American Studies	4.00
<u>FR-201</u>	Second-Year French I	4.00
<u>FR-202</u>	Second-Year French II	4.00
<u>FR-203</u>	Second-Year French III	4.00
<u>GEO-100</u>	Introduction to Physical Geography	4.00
<u>GEO-110</u>	Cultural & Human Geography	4.00
<u>GEO-130</u>	Introduction to Environmental Geography	4.00
<u>GEO-208</u>	Geography of the United States & Canada	4.00
<u>HST-101</u>	History of Western Civilization	4.00
<u>HST-102</u>	History of Western Civilization	4.00
<u>HST-103</u>	History of Western Civilization	4.00
<u>HST-131</u>	History of Crime & Punishment in Western Civilization	4.00
<u>HST-132</u>	History of Language and the Written Word in Western Civilization	4.00
<u>HST-136</u>	History of Popular Culture, Entertainment & Sports in Western Civilization	4.00
<u>HST-137</u>	History of Science, Medicine, & Technology in Western Civilization	4.00
<u>HST-201Z</u>	Course HST-201Z Not Found	4.00
<u>HST-202Z</u>	Course HST-202Z Not Found	4.00
<u>HST-203Z</u>	Course HST-203Z Not Found	4.00
<u>HUM-160</u>	Faith & Reason	4.00
<u>HUM-235</u>	Perspectives on Terrorism	4.00
<u>MUS-206</u>	Music Literature: History of Rock	4.00
<u>PHL-101</u>	Philosophical Problems	4.00

<u>PHL-102</u>	Ethics	4.00
<u>PHL-103</u>	Critical Reasoning	4.00
<u>PHL-205</u>	Moral Issues	4.00
<u>PHL-210</u>	Philosophy of Religion	4.00
<u>PHL-213</u>	Asian Philosophy	4.00
<u>PHL-216</u>	Ancient Philosophy	4.00
<u>PS-200</u>	Introduction to Political Science	4.00
<u>PSY-202Z</u>	Introduction to Psychology II	4.00
<u>PSY-219</u>	Introduction to Psychological Disorders	4.00
<u>PSY-231</u>	Introduction to Human Sexuality	4.00
<u>R-101</u>	Judaism and Foundations of Religion	4.00
<u>R-102</u>	Christianity and Islam	4.00
<u>R-103</u>	Asian Religions	4.00
<u>R-204</u>	History of Christianity	4.00
<u>R-210</u>	World Religions	4.00
<u>R-211</u>	History of the Old Testament	4.00
<u>R-212</u>	History of the New Testament	4.00
<u>SOC-204Z</u>	Introduction to Sociology	4.00
<u>SOC-205Z</u>	Social Change and Institutions	4.00
<u>SOC-206Z</u>	Social Problems	4.00
<u>SOC-207</u>	Social Stratification & Social Systems	4.00
<u>SOC-210</u>	Marriage, Family, & Intimate Relations	4.00
<u>SPN-201</u>	Second-Year Spanish I	4.00
<u>SPN-202</u>	Second-Year Spanish II	4.00
<u>SPN-203</u>	Second-Year Spanish III	4.00
<u>SSC-160</u>	Faith & Reason	4.00
<u>SSC-235</u>	Perspectives on Terrorism	4.00
<u>WR-241</u>	Fiction Writing I	4.00
<u>WR-244</u>	Fiction Writing II	4.00

Reviewer

Comments

Program Change Request

Date Submitted: 03/05/26 9:22 am

Viewing: **CC.ELECTRONENGTECH : Electronics**

Engineering Technology

Last approved: 03/21/24 1:26 pm

Last edit: 03/06/26 7:22 am

Changes proposed by: Michael Farrell (mike.farrell)

Catalog Pages Using
this Program

[Electronics Engineering Technology, Certificate](#)

Change Type

NWCCU Portal Update

Program Contact Information

Are you the Faculty Contact Person?

Yes

In Workflow

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

Approval Path

1. 03/05/26 12:57 pm
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 04/04/26 7:36 pm
Craig Connors (craig.connors):
Approved for IDTD Chair
3. 04/06/26 8:49 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. Apr 18, 2023 by Megan Feagles

- (megan.feagles)
- 4. Jun 5, 2023 by Megan Feagles (megan.feagles)
- 5. Jul 12, 2023 by Megan Feagles (megan.feagles)
- 6. Sep 14, 2023 by Megan Feagles (megan.feagles)
- 7. Feb 16, 2024 by Michael Farrell (mike.farrell)
- 8. Mar 15, 2024 by Michael Farrell (mike.farrell)
- 9. Mar 21, 2024 by Megan Feagles (megan.feagles)

Program Overview

Name of Proposed Program

Electronics Engineering Technology

Program Code CC.ELECTRONENGTECH

Award (CCWD)

Certificate, Related to a Parent Program (45-60 credits) (CC1R)

Parent Program

AAS.ELECTRONENGTECH

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

Educational Focus Industrial Technology and Automotive
Area

Effective Catalog Edition 2026-2027

Career Area Industrial and Engineering Systems

Department Industrial Technology

Division Technology, Applied Science and Public Services (TAPS)

Other locations (institutions) this Program will be offered

CIP Code 15.0303 - Electrical, Electronic, and Communications Engineering Technology/Technician.

Was your Advisory Committee notified of the change(s)?

Yes

Please attach [Agenda 11_25.docx](#) 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	communicate critical information about electronic systems using verbal, written, or graphical means;
2	troubleshoot electronic systems;
3	analyze basic electronic systems;
4	install or build electronic and electromechanical systems;
5	use proper electrical test equipment to test and maintain electronic and electrical components and equipment;
6	demonstrate safe work habits around electricity and electronic equipment.

Proposed Curriculum

Plan of Study Grid

First Term		Credits
EET-112	Electronic Equipment and Assembly I	1.00
EET-137	Electrical Fundamentals I	4.00
EET-139	Principles of Troubleshooting I	2.00
EET-157	Digital Logic I	3.00
SM-150	Semiconductor Processing I	2.00
WR-121Z	Composition I	4.00
	Credits	16
Second Term		
COMM-111Z	Public Speaking	4.00
EET-113	Electronic Equipment and Assembly II	1.00
EET-141	Electrical Fundamentals II	4.00
EET-257	Digital Logic II	3.00
IMT-120	Industrial Machinery I	3.00-4.00
	or MFG-103 or Machining for Fabrication & Maintenance	
	or WLD-150 or Welding Processes	
MTH-108	Data Science Explorations ¹	<u>4.00</u>
	or MTH-111Z or Precalculus I: Functions	
	Credits	15-16
Third Term		
COMM-111Z	Public Speaking	4.00
EET-114	Electronic Equipment and Assembly III	1.00
EET-142	Electrical Fundamentals III	4.00
EET-254	Introduction to Microcontrollers	3.00
HD-209	Job Search Skills	2.00
IMT-223	Instrumentation & Controls	3.00
MTH-111Z	Precalculus I: Functions	4.00
	Credits	17
	Total Credits	48-49

¹
[MTH-111Z Precalculus I: Functions required for transfer to OIT](#)

Reviewer
Comments

Program Change Request

Date Submitted: 04/03/26 11:18 am

Viewing: **AAS.MICROSYSTECH : Microelectronics Systems Technology**

Last approved: 04/03/26 9:18 am

Last edit: 04/06/26 12:38 pm

Changes proposed by: Michael Farrell (mike.farrell)

Catalog Pages Using
this Program

[Microelectronics Systems Technology, AAS](#)

Change Type

NWCCU Portal Update

Program Contact Information

Are you the Faculty Contact Person?

Yes

In Workflow

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

Approval Path

1. 04/03/26 11:31 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 04/04/26 7:36 pm
Craig Connors (craig.connors):
Approved for IDTD Chair
3. 04/06/26 8:48 am
Armetta Burney (armetta.burney):
Approved for DTPS Dean
4. 04/06/26 12:32 pm
Megan Feagles (megan.feagles):
Approved for Curriculum Office

History

1. Oct 6, 2022 by
clmig-kxayasene

2. Feb 6, 2023 by
Megan Feagles
(megan.feagles)
3. Apr 18, 2023 by
Megan Feagles
(megan.feagles)
4. Jun 5, 2023 by
Megan Feagles
(megan.feagles)
5. Sep 8, 2023 by
Megan Feagles
(megan.feagles)
6. Oct 30, 2023 by
Megan Feagles
(megan.feagles)
7. Feb 16, 2024 by
Michael Farrell
(mike.farrell)
8. Mar 15, 2024 by
Michael Farrell
(mike.farrell)
9. Mar 15, 2024 by
Megan Feagles
(megan.feagles)
10. Apr 5, 2024 by
Megan Feagles
(megan.feagles)
11. Aug 19, 2024 by
Megan Feagles
(megan.feagles)
12. Jan 17, 2025 by
Megan Feagles
(megan.feagles)
13. Apr 4, 2025 by
Megan Feagles
(megan.feagles)
14. May 3, 2025 by
Megan Feagles
(megan.feagles)
15. Jun 6, 2025 by
Megan Feagles

Program Overview

Name of Proposed Program

Microelectronics Systems Technology

Program Code AAS.MICROSYSTECH

Award (CCWD)

AAS Degree (90-108 credits) (AAS)

Type of Program Associate of Applied Science (AAS)
(CCC)

Educational Focus Industrial Technology and Automotive
Area

Effective Catalog 2026-2027
Edition

Career Area Industrial and Engineering Systems

Department Industrial Technology

Division Technology, Applied Science and Public
Services (TAPS)

Other locations (institutions) this Program will be offered

CIP Code 15.0612 - Industrial Technology/Technician.

Was your Advisory Committee notified of the change(s)?

No

Reason the Advisory Committee was not contacted.

We are only adding option that expand the skills students can acquire, not changing any skills in the program.

Program Award Information

Program Learning Outcomes (PLOs)

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

	Outcome(s)
1	communicate critical information about electronic systems using verbal, written, or graphical means;
2	troubleshoot electrical and electronic systems;
3	use proper electrical test equipment to test and maintain electronic and electrical components and equipment;
4	demonstrate safe work habits around electricity and electronic equipment;
5	demonstrate basic knowledge of semiconductor manufacturing and materials.

Proposed Curriculum

Plan of Study Grid

First Year

First Term

		Credits
EET-112	Electronic Equipment and Assembly I	1.00
EET-137	Electrical Fundamentals I	4.00
EET-139	Principles of Troubleshooting I	2.00
EET-157	Digital Logic I	3.00
MTH-095	Algebra III	4.00
SM-150	Semiconductor Processing I	2.00
	Credits	16

Second Term

EET-113	Electronic Equipment and Assembly II	1.00
EET-141	Electrical Fundamentals II	4.00
IMT-120	Industrial Machinery I	3.00-4.00
or MFG-103	or Machining for Fabrication & Maintenance	
or WLD-150	or Welding Processes	
MFG-107	Industrial Safety & First Aid	3.00
SM-160	Semiconductor Processing II	2.00
WR-101	Workplace Writing ¹	4.00
or WR-121Z	or Composition I	

	Credits	17-18
Third Term		
COMM-1117	Public Speaking	4.00
EET-114	Electronic Equipment and Assembly III	1.00
EET-142	Electrical Fundamentals III	4.00
HD-209	Job Search Skills	2.00
IMT-223	Instrumentation & Controls	3.00
SM-170	Semiconductor Processing III	2.00
	Credits	16
Second Year		
Fourth Term		
EET-127	Semiconductor Circuits I	2.00
EET-215	Technical Mechanics	3.00
EET-239	Principles of Troubleshooting II	2.00
IMT-104	Reading Schematics, Symbols, and Engineering Prints	2.00
	Cultural Literacy Electives	4.00
	Electives	3.00
	Credits	16
Fifth Term		
EET-227	Semiconductor Circuits II	3.00
EET-233	Programmable Logic Controllers I	3.00
MFG-140	Principles of Fluid Power	3.00
MFG-209	Programming & Automation for Manufacturing	3.00
SM-136	Photolithography	2.00
	Credits	14
Sixth Term		
EET-250	Linear Circuits	3.00
SM-229	Vacuum Technology	2.00
	Cultural Literacy Electives	4.00
	Electives	3.00
	Credits	12
	Total Credits	91-92

¹
Substitute college transfer courses for these courses if you plan to continue your education at a higher education institution. It is recommended that you consult with a faculty advisor or a staff member in Student Services for the transfer requirements of the specific advanced program or school.

Electives

Any [CDT](#), [EET](#), [IMT](#), [MET](#), [MFG](#), [RET](#), [SM](#), [WET](#), or [WLD](#) course not included in the [program, or any of the following:](#)
[program.](#)

Recommended Electives

<u>CDT-103</u>	Computer-Aided Drafting I	3.00
<u>CS-140</u>	Introduction to Operating Systems	4.00
<u>EET-225</u>	Mechatronics I	2.00
<u>EET-234</u>	Programmable Logic Controllers II	3.00
<u>EET-235</u>	Mechatronics II	2.00
<u>EET-254</u>	Introduction to Microcontrollers	3.00
<u>EET-257</u>	Digital Logic II	3.00
<u>MFG-219</u>	Robotics	3.00

Cultural Literacy Electives

<u>ANT-102</u>	Archaeology & Prehistory	4.00
<u>ANT-103</u>	Cultural Anthropology	4.00
<u>ANT-232</u>	Native Americans of North America	4.00
<u>ART-204</u>	History of Art/Ancient Through Medieval	4.00
<u>ART-205</u>	History of Art/Romanesque Through Baroque	4.00
<u>ART-206</u>	History of Art/Enlightenment Through Contemporary	4.00
<u>ASL-201</u>	Second-Year American Sign Language I	4.00
<u>ASL-202</u>	Second-Year American Sign Language II	4.00
<u>ASL-203</u>	Second-Year American Sign Language III	4.00
<u>COMM-126</u>	Intro to Communication, Gender, and Sexuality	4.00
<u>COMM-140</u>	Introduction to Intercultural Communication	4.00
<u>COMM-218Z</u>	Interpersonal Communication	4.00
<u>COMM-219</u>	Small Group Discussion	4.00
<u>ENG-107</u>	World Literature: Ancient Through Classical Times	4.00
<u>ENG-108</u>	World Literature: Early Middle Ages through the 18th Century	4.00
<u>ENG-109</u>	World Literature: The 19th through 21st Centuries	4.00
<u>ENG-213</u>	U.S. Latinx Literature	4.00

<u>ENG-240</u>	Native American Mythology	4.00
<u>ENG-241</u>	Norse Mythology	4.00
<u>ENG-243</u>	African Mythology	4.00
<u>ENG-250</u>	Greek Mythology	4.00
<u>ENG-251</u>	Celtic Mythology	4.00
<u>ENG-252</u>	Hindu Mythology	4.00
<u>ENG-261</u>	Literature of Science Fiction	4.00
<u>ENG-271</u>	World Literature: Ancient Through Classical Times	4.00
<u>ENG-272</u>	World Literature: Early Middle Ages through the 18th Century	4.00
<u>ENG-273</u>	World Literature: the 19th Through 21st Centuries	4.00
<u>ENG-295</u>	Revolutionary Film	4.00
<u>ES-101</u>	Introduction to Ethnic Studies	4.00
<u>ES-211</u>	Introduction to Latino/a/x Studies	4.00
<u>ES-221</u>	Introduction to Black Studies	4.00
<u>ES-231</u>	Introduction to Southeast Asian and South Pacific Island Diaspora Studies	4.00
<u>ES-241</u>	Introduction to Native American Studies	4.00
<u>FR-201</u>	Second-Year French I	4.00
<u>FR-202</u>	Second-Year French II	4.00
<u>FR-203</u>	Second-Year French III	4.00
<u>GEO-100</u>	Introduction to Physical Geography	4.00
<u>GEO-110</u>	Cultural & Human Geography	4.00
<u>GEO-130</u>	Introduction to Environmental Geography	4.00
<u>GEO-208</u>	Geography of the United States & Canada	4.00
<u>HST-101</u>	History of Western Civilization	4.00
<u>HST-102</u>	History of Western Civilization	4.00
<u>HST-103</u>	History of Western Civilization	4.00
<u>HST-131</u>	History of Crime & Punishment in Western Civilization	4.00
<u>HST-132</u>	History of Language and the Written Word in Western Civilization	4.00
<u>HST-136</u>	History of Popular Culture, Entertainment & Sports in Western Civilization	4.00

<u>HST-137</u>	History of Science, Medicine, & Technology in Western Civilization	4.00
<u>HST-201Z</u>	Course HST-201Z Not Found	4.00
<u>HST-202Z</u>	Course HST-202Z Not Found	4.00
<u>HST-203Z</u>	Course HST-203Z Not Found	4.00
<u>HUM-160</u>	Faith & Reason	4.00
<u>HUM-235</u>	Perspectives on Terrorism	4.00
<u>MUS-206</u>	Music Literature: History of Rock	4.00
<u>PHL-101</u>	Philosophical Problems	4.00
<u>PHL-102</u>	Ethics	4.00
<u>PHL-103</u>	Critical Reasoning	4.00
<u>PHL-205</u>	Moral Issues	4.00
<u>PHL-210</u>	Philosophy of Religion	4.00
<u>PHL-213</u>	Asian Philosophy	4.00
<u>PHL-216</u>	Ancient Philosophy	4.00
<u>PS-200</u>	Introduction to Political Science	4.00
<u>PSY-202Z</u>	Introduction to Psychology II	4.00
<u>PSY-219</u>	Introduction to Psychological Disorders	4.00
<u>PSY-231</u>	Introduction to Human Sexuality	4.00
<u>R-101</u>	Judaism and Foundations of Religion	4.00
<u>R-102</u>	Christianity and Islam	4.00
<u>R-103</u>	Asian Religions	4.00
<u>R-204</u>	History of Christianity	4.00
<u>R-210</u>	World Religions	4.00
<u>R-211</u>	History of the Old Testament	4.00
<u>R-212</u>	History of the New Testament	4.00
<u>SOC-204Z</u>	Introduction to Sociology	4.00
<u>SOC-205Z</u>	Social Change and Institutions	4.00
<u>SOC-206Z</u>	Social Problems	4.00
<u>SOC-207</u>	Social Stratification & Social Systems	4.00

<u>SOC-210</u>	Marriage, Family, & Intimate Relations	4.00
<u>SPN-201</u>	Second-Year Spanish I	4.00
<u>SPN-202</u>	Second-Year Spanish II	4.00
<u>SPN-203</u>	Second-Year Spanish III	4.00
<u>SSC-160</u>	Faith & Reason	4.00
<u>SSC-235</u>	Perspectives on Terrorism	4.00
<u>WR-241</u>	Fiction Writing I	4.00
<u>WR-244</u>	Fiction Writing II	4.00
<u>WS-101</u>	Introduction to Women's Studies	4.00

Reviewer
Comments

Program Change Request

Date Submitted: 03/05/26 9:23 am

Viewing: **CC.MICROSYSTECH : Microelectronics Systems Technology**

Last approved: 03/21/24 1:10 pm

Last edit: 03/06/26 7:22 am

Changes proposed by: Michael Farrell (mike.farrell)

Catalog Pages Using
this Program

[Microelectronics Systems Technology, Certificate](#)

Change Type

NWCCU Portal Update

Program Contact Information

Are you the Faculty Contact Person?

Yes

In Workflow

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

Approval Path

1. 03/05/26 12:57 pm
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 04/04/26 7:36 pm
Craig Connors (craig.connors):
Approved for IDTD Chair
3. 04/06/26 8:49 am
Armetta Burney (armetta.burney):
Approved for DTPS Dean

History

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

- (megan.feagles)
- 4. Feb 16, 2024 by Michael Farrell (mike.farrell)
- 5. Mar 15, 2024 by Michael Farrell (mike.farrell)
- 6. Mar 21, 2024 by Megan Feagles (megan.feagles)

Program Overview

Name of Proposed Program

Microelectronics Systems Technology

Program Code CC.MICROSYSTECH

Award (CCWD)

Certificate, Related to a Parent Program (45-60 credits) (CC1R)

Parent Program

AAS.MICROSYSTECH

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

Educational Focus Industrial Technology and Automotive
Area

Effective Catalog 2026-2027
Edition

Career Area Industrial and Engineering Systems

Department Industrial Technology

Division Technology, Applied Science and Public
Services (TAPS)

Other locations (institutions) this Program will be offered

CIP Code 15.0612 - Industrial Technology/Technician.

Was your Advisory Committee notified of the change(s)?

No

Reason the Advisory Committee was not contacted.

We are only adding option that expand the skills students can acquire, not changing any skills in the program.

Program Award Information

Program Learning Outcomes (PLOs)

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

	Outcome(s)
1	communicate critical information about electronic systems using verbal, written, or graphical means;
2	troubleshoot electrical and electronic systems;
3	use proper electrical test equipment to test and maintain electronic and electrical components and equipment;
4	demonstrate safe work habits around electricity and electronic equipment;
5	demonstrate basic knowledge of semiconductor manufacturing and materials.

Proposed Curriculum

Plan of Study Grid

First Term		Credits
EET-112	Electronic Equipment and Assembly I	1.00
EET-137	Electrical Fundamentals I	4.00
EET-139	Principles of Troubleshooting I	2.00
EET-157	Digital Logic I	3.00
MTH-095	Algebra III	4.00
SM-150	Semiconductor Processing I	2.00
	Credits	16
Second Term		
EET-113	Electronic Equipment and Assembly II	1.00
EET-141	Electrical Fundamentals II	4.00
IMT-120	Industrial Machinery I	3.00-4.00

or MFG-103	or Machining for Fabrication & Maintenance	
or WLD-150	or Welding Processes	
MFG-107	Industrial Safety & First Aid	3.00
SM-160	Semiconductor Processing II	2.00
WR-101	Workplace Writing ¹	4.00
or WR-121Z	or Composition I	
	Credits	17-18
Third Term		
COMM-111Z	Public Speaking	4.00
EET-114	Electronic Equipment and Assembly III	1.00
EET-142	Electrical Fundamentals III	4.00
HD-209	Job Search Skills	2.00
IMT-223	Instrumentation & Controls	3.00
SM-170	Semiconductor Processing III	2.00
	Credits	16
	Total Credits	49-50

¹
Substitute college transfer courses for these courses if you plan to continue your education at a higher education institution. It is recommended that you consult with a faculty advisor or a staff member in Student Services for the transfer requirements of the specific advanced program or school.

Reviewer
Comments

Program	Implementation
Project Management AAS	2026/SU
Project Management Tools & Techniques CPCC	2026/SU
Project Management CC	2026/SU

Program Change Request

Date Submitted: 03/12/26 12:02 pm

Viewing: **AAS.PROJECTMNGT : Project Management**

Last approved: 07/30/25 8:14 am

Last edit: 03/12/26 12:50 pm

Changes proposed by: Sabrina Rahn (sabrina.rahm)

Catalog Pages Using
this Program
[Project Management, AAS](#)

Change Type

Program Contact Information

Are you the Faculty Contact Person?

Yes

In Workflow

1. Curriculum Office
2. BTBA Chair
3. DASC Dean
4. Curriculum Office
5. Curriculum Committee Approval
6. CCWD Approval

Approval Path

1. 03/11/26 1:43 pm
Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 03/11/26 2:46 pm
Beverly Forney (beverlyf): Rollback to Initiator
3. 03/13/26 7:20 am
Megan Feagles (megan.feagles): Approved for Curriculum Office
4. 03/13/26 8:25 am
Beverly Forney (beverlyf): Approved for BTBA Chair
5. 03/13/26 4:39 pm
Anne-Mary Nash-Haruna (annemary.nashharu): Approved for DASC Dean

History

1. Oct 6, 2022 by
clmig-kxayasene
2. Oct 24, 2022 by
Megan Feagles
(megan.feagles)
3. Jan 18, 2023 by
Megan Feagles
(megan.feagles)
4. Feb 14, 2023 by
Megan Feagles
(megan.feagles)
5. Mar 2, 2023 by
Megan Feagles
(megan.feagles)
6. Apr 18, 2023 by
Megan Feagles
(megan.feagles)
7. Jun 2, 2023 by
Megan Feagles
(megan.feagles)
8. Jun 2, 2023 by
Megan Feagles
(megan.feagles)
9. Jun 2, 2023 by
Megan Feagles
(megan.feagles)
10. Jun 5, 2023 by
Megan Feagles
(megan.feagles)
11. Aug 14, 2023 by Dru
Urbassik
(dru.urbassik)
12. Oct 30, 2023 by
Megan Feagles
(megan.feagles)
13. Mar 11, 2024 by
Megan Feagles
(megan.feagles)
14. Mar 15, 2024 by
Megan Feagles

- (megan.feagles)
15. Apr 5, 2024 by
Megan Feagles
(megan.feagles)
16. Apr 4, 2025 by
Megan Feagles
(megan.feagles)
17. Jun 6, 2025 by
Sabrina Rahn
(sabrina.rahn)
18. Jul 30, 2025 by
Megan Feagles
(megan.feagles)

Program Overview

Name of Proposed Program

Project Management

Program Code AAS.PROJECTMNGT

Award (CCWD)

AAS Degree (90-108 credits) (AAS)

Type of Program Associate of Applied Science (AAS)
(CCC)

Educational Focus Business
Area

Effective Catalog 2026-2027
Edition

Career Area Business and Management

Department Business

Division Arts and Sciences

Other locations (institutions) this Program will be offered

CIP Code 52.0211 - Project Management.

Was your Advisory Committee notified of the change(s)?

No

Reason the Advisory Committee was not contacted.

This is only a schedule change.

Program Award Information

Program Learning Outcomes (PLOs)

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

	Outcome(s)
1	identify project management's five process groups along with primary activities associated with each;
2	successfully employ common project management tools, such as a work breakdown structure, network diagram, risk assessment, and earned value management;
3	list and explain key motivational, influence, and conflict management techniques;
4	utilize and understand both Agile and Change Management approaches in managing projects;
5	employ commonly utilized software tools for project management;
6	analyze scenarios to determine appropriate responses to ethical dilemmas within the context of a defined scenario, plan, execute, control, and close a project;
7	develop and maintain budgets to track financial and human resources;
8	manage a project from initiation through closing, ensuring that stakeholder requirements have been met;
9	demonstrate effective communication skills by selecting the correct medium and correct messenger to deliver compelling, persuasive, and informative communication to leadership, stakeholders, and the project team.

Proposed Curriculum

Plan of Study Grid

First Year

Fall Term

BA-101Z

Introduction to Business

Credits

4.00

<u>BA-120</u>	<u>Project Management Fundamentals</u>	<u>4.00</u>
<u>BA-131</u>	Introduction to Business Computing	4.00
<u>MTH-065</u>	Algebra II (or higher)	4.00
<u>WR-121Z</u>	<u>Composition I</u>	<u>4.00</u>
	Credits	16
Winter Term		
<u>BA-120</u>	<u>Project Management Fundamentals</u>	<u>4.00</u>
<u>BA-125</u>	Project Management Prep	5.00
<u>BA-127</u>	<u>Project Management: Agile & Change Management</u>	<u>4.00</u>
<u>BA-169Z</u>	Data Analysis Using Microsoft Excel	4.00
<u>Electives</u>		4.00
	Credits	17
Spring Term		
<u>BA-111</u>	General Accounting I	3.00-4.00
	or <u>BA-211Z</u> or Principles of Financial Accounting	
<u>BA-127</u>	<u>Project Management: Agile & Change Management</u>	<u>4.00</u>
<u>BA-205</u>	Business Communications With Technology	4.00
<u>BA-226Z</u>	Introduction to Business Law	4.00
<u>WR-121Z</u>	<u>Composition I</u>	<u>4.00</u>
	Credits	15-16
Second Year		
Fall Term		
<u>BA-128</u>	<u>Project Management: Leadership Strategies</u>	<u>4.00</u>
<u>BA-251</u>	Supervisory Management	3.00
<u>BA-264</u>	<u>Project Management Tools</u>	<u>3.00</u>
<u>COMM-111Z</u>	Public Speaking	4.00
<u>Electives</u>		3.00
	Credits	13
Winter Term		
<u>BA-223</u>	Principles of Marketing	4.00
<u>BA-285</u>	Human Relations in Business	4.00
<u>Electives</u>		5.00
	Credits	13
Spring Term		
<u>BA-264</u>	<u>Project Management Tools</u>	<u>3.00</u>
<u>BA-128</u>	<u>Project Management: Leadership Strategies</u>	<u>4.00</u>
<u>BA-268</u>	Applied Project Demonstration	3.00
<u>WR-227Z</u>	Technical Writing	4.00
<u>PE/Health/Safety/First Aid requirement</u>		1.00
<u>Electives</u>		6.00
	Credits	18
	Total Credits	92-93

Electives

Any [BA](#) or [BT](#) course not included in the program. [CS](#) courses as approved by the department.

Any of the following courses:

COMM-112	Persuasive Speaking	4.00
COMM-218Z	Interpersonal Communication	4.00
FYE-101	First Year Experience Level I	2.00
FYE-102	First Year Experience Level II	1.00
WR-101	Workplace Writing	4.00

Reviewer

Comments

Beverly Forney (beverlyf) (03/11/26 2:39 pm): Have requested that WR-121 be moved out of first term, and not Math. We want our Business EFA courses to align with first term offerings.

Beverly Forney (beverlyf) (03/11/26 2:46 pm): Rollback: See Email to you. Move WR-121, not math. This will align better with all other Business EFA courses.

Program Change Request

Date Submitted: 03/05/26 3:46 pm

Viewing: **CC.PMTOOLTECH : Project Management**

Tools & Techniques

Last approved: 04/04/25 8:42 am

Last edit: 03/06/26 7:36 am

Changes proposed by: Sabrina Rahn (sabrina.rahn)

Catalog Pages Using
this Program

[Project Management Tools & Techniques, Career Pathway Certificate](#)

Change Type

Program Contact Information

Are you the Faculty Contact Person?

Yes

In Workflow

1. Curriculum Office
2. BTBA Chair
3. DASC Dean
4. Curriculum Office
5. Curriculum Committee Approval
6. CCWD Approval

Approval Path

1. 03/11/26 1:44 pm
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 03/11/26 2:24 pm
Beverly Forney (beverlyf):
Approved for BTBA Chair
3. 03/11/26 5:03 pm
Anne-Mary Nash-Haruna (annemary.nashharu)
Approved for DASC Dean

History

1. Oct 6, 2022 by clmig-kxayasene
2. Oct 24, 2022 by Megan Feagles (megan.feagles)
3. Jan 18, 2023 by Megan Feagles

- (megan.feagles)
- 4. Mar 2, 2023 by Megan Feagles (megan.feagles)
- 5. Jun 2, 2023 by Megan Feagles (megan.feagles)
- 6. Jun 2, 2023 by Megan Feagles (megan.feagles)
- 7. Jun 5, 2023 by Megan Feagles (megan.feagles)
- 8. Mar 11, 2024 by Megan Feagles (megan.feagles)
- 9. Mar 21, 2024 by Megan Feagles (megan.feagles)
- 10. Apr 23, 2024 by Megan Feagles (megan.feagles)
- 11. Apr 4, 2025 by Megan Feagles (megan.feagles)

Program Overview

Name of Proposed Program

Project Management Tools & Techniques

Program Code CC.PMTOOLTECH

Award (CCWD)

Career Pathway Certificate (12-44 credits) (CPCC)

Parent Program

AAS.PROJECTMNGT

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

Educational Focus Area Business
Effective Catalog Edition 2026-2027
Career Area Business and Management
Department Business
Division Arts and Sciences
Other locations (institutions) this Program will be offered
CIP Code 52.0211 - Project Management.

Was your Advisory Committee notified of the change(s)?

No

Reason the Advisory Committee was not contacted.

This is a course schedule change only.

Program Award Information

Program Learning Outcomes (PLOs)

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

	Outcome(s)
1	identify project management's five process groups along with primary activities associated with each;
2	successfully employ common project management tools, such as a work breakdown structure, network diagram, risk assessment, and earned value management;
3	employ common software tools for project management within the context of a defined scenario, plan, execute, control, and close a project;
4	develop and maintain budgets to track financial and human resources.

Proposed Curriculum

Plan of Study Grid

Fall Term	Credits
<u>BA-120</u> Project Management Fundamentals	4.00
BA-125 Project Management Prep	5.00
<u>BA-264</u> <u>Project Management Tools</u>	<u>3.00</u>
COMM-111Z Public Speaking	4.00
Credits	11
Winter Term	
<u>BA-125</u> <u>Project Management Prep</u>	<u>5.00</u>
BA-127 Project Management: Agile & Change Management	4.00
BA-128 Project Management: Leadership Strategies	4.00
BA-251 Supervisory Management	3.00
Credits	12
Spring Term	
<u>BA-128</u> <u>Project Management: Leadership Strategies</u>	<u>4.00</u>
BA-169Z Data Analysis Using Microsoft Excel	4.00
BA-264 Project Management Tools	3.00
<u>Electives</u>	4.00
Credits	12
Total Credits	35

Electives

Any [BA](#) or [BT](#) course not included in the program, [CS](#) courses as approved by the department, or any of the following:

<u>FYE-101</u>	First Year Experience Level I	2.00
<u>FYE-102</u>	First Year Experience Level II	1.00
<u>WR-101</u>	Workplace Writing	4.00

Reviewer
Comments

Program Change Request

Date Submitted: 02/13/26 2:00 pm

Viewing: **CC.PROJECTMNGT : Project Management**

Last approved: 03/21/24 1:03 pm

Last edit: 02/13/26 2:01 pm

Changes proposed by: Sabrina Rahn (sabrina.rahm)

Catalog Pages Using
this Program

[Project Management, Certificate](#)

Change Type

Program Contact Information

Are you the Faculty Contact Person?

Yes

In Workflow

1. Curriculum Office
2. BTBA Chair
3. DASC Dean
4. Curriculum Office
5. Curriculum Committee Approval
6. CCWD Approval

Approval Path

1. 03/11/26 1:44 pm
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 03/11/26 2:25 pm
Beverly Forney (beverlyf):
Approved for BTBA Chair
3. 03/11/26 5:03 pm
Anne-Mary Nash-Haruna (annemary.nashharu)
Approved for DASC Dean

History

1. Oct 6, 2022 by clmig-kxayasene
2. Oct 24, 2022 by Megan Feagles (megan.feagles)
3. Jan 18, 2023 by Megan Feagles

- (megan.feagles)
- 4. Mar 2, 2023 by Megan Feagles (megan.feagles)
- 5. Jun 2, 2023 by Megan Feagles (megan.feagles)
- 6. Jun 5, 2023 by Megan Feagles (megan.feagles)
- 7. Mar 21, 2024 by Megan Feagles (megan.feagles)

Program Overview

Name of Proposed Program

Project Management

Program Code CC.PROJECTMNGT

Award (CCWD)

Certificate, Related to a Parent Program (12-30 credits) (CCR)

Parent Program

AAS.PROJECTMNGT

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

Educational Focus Business
Area

Effective Catalog 2026-2027
Edition

Career Area Business and Management

Department Business

Division Arts and Sciences

Other locations (institutions) this Program will be offered

CIP Code 52.0211 - Project Management.

Was your Advisory Committee notified of the change(s)?

No

Reason the Advisory Committee was not contacted.

This is only a schedule change.

Program Award Information

Program Learning Outcomes (PLOs)

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

	Outcome(s)
1	successfully employ common project management tools, such as a work breakdown structure, network diagram, risk assessment, and earned value management;
2	demonstrate effective interpersonal communications, especially meeting and stakeholder management;
3	list and explain key motivational, influence, and conflict management techniques;
4	employ common software tools for project management;
5	analyze scenarios to determine appropriate responses to ethical dilemmas within the context of a defined scenario, plan, execute, control, and close a project.

Proposed Curriculum

Plan of Study Grid

Fall Term	Credits
BA-120 Project Management Fundamentals	4.00
BA-125 Project Management Prep	5.00
BA-264 Project Management Tools	3.00
Credits	7
Winter Term	
BA-125 Project Management Prep	5.00
BA-127 Project Management: Agile & Change Management	4.00
BA-128 Project Management: Leadership Strategies	4.00
Credits	9
Spring Term	
BA-264 Project Management Tools	3.00

<u>BA-128</u> Project Management: Leadership Strategies	<u>4.00</u>
<u>BA-268</u> Applied Project Demonstration	3.00
Credits	7
Total Credits	23

Reviewer

Comments

Course Number	Title	Implementation
CS-122	Personal Cybersecurity Fundamentals	2026/SU
CS-123	Scripting for Security Operations	2026/SU
CS-132	Introduction to Cybersecurity	2026/SU
CS-172	Foundations of Security Operations	2026/SU
CS-173	Introduction to Security Logs and Threat Detection	2026/SU
CS-192	Vulnerability Management Fundamentals	2026/SU
CS-212	Incident Response Foundations	2026/SU
CS-222	Enterprise Digital Forensics	2026/SU
CS-232	Applied Security Frameworks in Security Operations	2026/SU
CS-242	Advanced Incident Response Operations	2026/SU

Course Change Request

New Course Proposal

Date Submitted: 02/10/26 4:07 pm

Viewing: **CS-122 : Personal Cybersecurity**

Fundamentals

Last edit: 03/16/26 12:17 pm

Changes proposed by: Joel Rendon (joel.rendon)

Programs
referencing this
course

[AAS.CYBSECOPS: Cybersecurity Operations Support](#)

[CC.CYBSECOPS: Cybersecurity Operations Foundations](#)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix CS - Computer Science

Course Number 122

Department Computer Science

Division Arts and Sciences

Course Title

Personal Cybersecurity Fundamentals

In Workflow

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

Approval Path

1. 02/10/26 4:23 pm
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 02/11/26 11:10 am
Anne-Mary Nash-Haruna (annemary.nashharu)
Approved for DASC Dean
3. 02/18/26 9:07 am
Charles Siegfried (csiegfried):
Approved for DASC Curriculum Committee Outline Review Team
4. 04/03/26 12:59 pm
Megan Feagles (megan.feagles):
Approved for Curriculum Office

5. 04/03/26 1:04 pm
Megan Feagles
(megan.feagles):
Rollback to
Curriculum Office
for Curriculum
Committee
Approval

Grading

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

Contact hours

Lecture	22.00
Lec/Lab	
Lab	
Activity	
Clinical	
Field	
CWE Seminar	
CPR	
Seminar	
Community Education/Drivers Ed	
Community Education/Adult	

Total 22

Proposed Effective Summer 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

In this course students explore how cybersecurity affects their digital activities every day, including school, gaming, social media, banking, shopping, and AI tools. Students examine common online threats and apply practical protections to secure their personal accounts and devices. Through demonstrations, activities, and hands-on practice, students develop skills and a mindset in threat recognition, privacy management, and digital security while exploring diverse cybersecurity career pathways in technology, policy, and business.

Type of Course (ACTI Code)

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

Reason for the Proposal

Introductory course in practical cybersecurity concepts and career pathways.

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

Basic computer familiarity

Recommended

Is Student Petition required?

No

Show course in
Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall/Winter/Spring

Will this class use library resources?

No

Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	analyze common online threats and their potential impacts on personal digital activities;
2	apply security controls to protect personal accounts and devices;
3	evaluate the credibility of digital communications to distinguish legitimate content from potential threats;
4	modify privacy and security settings on digital platforms to control personal information visibility and access;
5	explain the range of cybersecurity career pathways and their roles in protecting digital ecosystems.

Major Topic Outline

1. Personal Cybersecurity
2. Recognizing and Analyzing Online Threats
3. Authentication and Access Control
4. Privacy Management and Data Protection
5. Device and Application Security
6. Safe Digital Communication and Transaction Practices

7. Responding to Security Incidents

8. Cybersecurity Careers and Professional Pathways

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

New Course Proposal

Date Submitted: 03/31/26 6:07 pm

Viewing: **CS-123 : Scripting for Security Operations**

Last edit: 03/31/26 6:07 pm

Changes proposed by: Joel Rendon (joel.rendon)

Programs
referencing this
course

[AAS.CYBSECOPS: Cybersecurity Operations Support](#)
[CC.CYBSECOPS: Cybersecurity Operations Foundations](#)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix CS - Computer Science

Course Number 123

Department Computer Science

Division Arts and Sciences

Course Title
Scripting for Security Operations

In Workflow

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

Approval Path

1. 03/04/26 2:05 pm
Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 03/05/26 3:18 pm
Anne-Mary Nash-Haruna (annemary.nashharu) Approved for DASC Dean
3. 03/31/26 6:05 pm
Nora Brodnicki (norab): Rollback to Initiator
4. 04/01/26 6:45 pm
Megan Feagles (megan.feagles): Approved for Curriculum Office
5. 04/03/26 12:23 pm
Anne-Mary Nash-Haruna (annemary.nashharu)

Approved for DASC
Dean

6. 04/03/26 12:38 pm
Nora Brodnicki
(norab): Approved
for DASC Curriculum
Committee Outline
Review Team
7. 04/03/26 12:59 pm
Megan Feagles
(megan.feagles):
Approved for
Curriculum Office
8. 04/03/26 1:04 pm
Megan Feagles
(megan.feagles):
Rollback to
Curriculum Office
for Curriculum
Committee
Approval

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 Summer 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

Students in this course are introduced to scripting for security operations. The course is a highly practical copy-run-modify model where students start by running short, provided working scripts, then progressively adapting them to new scenarios. Using a combination of various shells and programming languages combined with regular expressions, focus on SOC-style tasks such as log collection, filtering, and simple detection logic.

Type of Course (ACTI Code)

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

Reason for the Proposal

New Course for new program focusing on scripting for security operators

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

CS-140

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

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	construct and execute shell scripts to retrieve, filter, and format log data for security investigation purposes;
2	design and refine regular expressions to extract structure fields from raw log data and resolve pattern-matching errors;
3	modify script templates to parse log files and implement basic threshold-based detection logic;

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

4	query normalized log data using structured query language statements to answer security investigative questions;
5	integrate shell commands, scripts, and queries into an end-to-end workflow that transforms raw log data into an analyst-ready investigation summary.

Major Topic Outline

1. Security Operations Scripting Foundations
2. Shell Scripting for Log Retrieval and Filtering
3. Regular Expressions for Log Parsing
4. Script Modification and Basic Detection Logic
5. Structured Query Language (SQL) for Security Investigation
6. Integrated Security Investigation Workflow

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

Nora Brodnicki (norab) (03/31/26 6:05 pm): Rollback: combined and comma

Key: 4578

[Preview Bridge](#)

Course Change Request

New Course Proposal

Date Submitted: 02/13/26 11:10 am

Viewing: **CS-132 : Introduction to Cybersecurity**

Last edit: 03/30/26 2:17 pm

Changes proposed by: Joel Rendon (joel.rendon)

Programs
referencing this
course

[AAS.CYBSECOPS: Cybersecurity Operations Support](#)

[CC.CYBSECOPS: Cybersecurity Operations Foundations](#)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix CS - Computer Science

Course Number 132

Department Computer Science

Division Arts and Sciences

Course Title

Introduction to Cybersecurity

In Workflow

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

Approval Path

1. 02/13/26 10:23 am
Megan Feagles (megan.feagles):
Rollback to Initiator
2. 02/13/26 11:16 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
3. 02/13/26 12:44 pm
Anne-Mary Nash-Haruna (annemary.nashharu)
Approved for DASC Dean
4. 02/18/26 9:10 am
Charles Siegfried (csiegfried):
Approved for DASC Curriculum Committee Outline Review Team
5. 04/03/26 12:59 pm
Megan Feagles

(megan.feagles):
Approved for
Curriculum Office
6. 04/03/26 1:04 pm
Megan Feagles
(megan.feagles):
Rollback to
Curriculum Office
for Curriculum
Committee
Approval

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 Summer 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

In this course, students build foundational cybersecurity skills by applying the CIA triad (confidentiality, integrity, availability), to protect information and systems in basic organizational scenarios. Students examine security controls, risk management, and threat landscapes while exploring core areas such network security, identity and access management, security operations, and incident response. Through structured, hands-on labs using virtual machines and real-world case studies, students practice authentication and access controls, vulnerability and patch management, endpoint and network security configuration, and the use of security policies and frameworks to protect information systems.

Type of Course (ACTI Code)

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

Reason for the Proposal

New program course to give students a foundation for further study, for entry-level security roles and alignment with foundational industry certifications.

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

BA-131 or CS-122

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

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 the principles of confidentiality, integrity, and availability (CIA triad) to evaluate security requirements in basic organizational scenarios;
2	analyze common threat actors and methods to determine their potential impact on organizational systems and operations;
3	configure basic security settings on devices to help protect information systems from common attacks;
4	implement identity and access management (IAM) controls to enforce secure authentication and authorization for users and devices;
5	assess organizational risk by identifying and prioritizing assets, threats, vulnerabilities, and existing security controls;
6	interpret and correlate basic security logs and alerts to identify and report potential security incidents;

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

7 describe the incident response lifecycle and explain how specific security controls support each phase.

Major Topic Outline

1. Foundational Security Concepts
2. Threat Actors, Attack Methods, and Impacts on Organizations
3. Security Controls and Countermeasures
4. Network Security Fundamentals
5. Identity and Access Management (IAM) and Access Control
6. Endpoint and System Security
7. Vulnerability and Patch Management
8. Risk Management
9. Security Operations
10. Incident Response
11. Security Policies and Procedures
12. Cryptography Basics for Everyday Security

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) (02/13/26 10:23 am): Rollback: the proposed coreq, CS-150, is not an active course. Either change the coreq or submit a proposal to reactivate CS-150

Course Change Request

New Course Proposal

Date Submitted: 02/20/26 1:45 pm

Viewing: **CS-172 : Foundations of Security**

Operations

Last edit: 03/30/26 2:13 pm

Changes proposed by: Joel Rendon (joel.rendon)

Programs
referencing this
course

[AAS.CYBSECOPS: Cybersecurity Operations Support](#)

[CC.CYBSECOPS: Cybersecurity Operations Foundations](#)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix CS - Computer Science

Course Number 172

Department Computer Science

Division Arts and Sciences

Course Title

Foundations of Security Operations

In Workflow

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

Approval Path

1. 02/21/26 5:10 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 02/26/26 3:18 pm
Anne-Mary Nash-Haruna (annemary.nashharu)
Approved for DASC Dean
3. 03/03/26 10:16 am
Deanna Myers (deanna.myers):
Approved for DASC Curriculum Committee Outline Review Team
4. 04/03/26 12:59 pm
Megan Feagles (megan.feagles):
Approved for Curriculum Office

5. 04/03/26 1:04 pm
Megan Feagles
(megan.feagles):
Rollback to
Curriculum Office
for Curriculum
Committee
Approval

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 Summer 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

Students are introduced to the core skills and responsibilities of a Tier-1 Security Operations Center (SOC) analyst. Students learn how modern SOCs operate, how security data is collected and interpreted, and how analysts detect, investigate, and document suspicious activity.

Type of Course (ACTI Code)

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

Reason for the Proposal

New course part of a new upcoming program.

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

CS-132 and CS-151

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

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 mission, structure, and workflows of a Security Operations Center (SOC), and describe how Tier 1 analyst responsibilities support defense in depth and incident response;
2	identify and interpret essential fields across operating system, network, application, and cloud logs to extract relevant security information and answer defined monitoring questions;
3	construct and execute effective queries in a Security information and event management (SIEM) or log analysis tool to filter events, correlate data, and surface patterns indicative of abnormal or suspicious activity;
4	differentiate normal operational activity from indicators of common threats, such as brute force attempts, phishing, or malware, and justify analytical conclusions using evidence from logs and artifacts;
5	apply Open Source Intelligence (OSINT) tools and techniques (e.g., reputation checks, hash lookups, threat intel sources) to enrich indicators of compromise and evaluate triage decisions based on confidence, severity, and context;
6	produce clear, concise SOC tickets and short analytical reports that synthesize observations, document reasoning, and recommend appropriate next steps for escalation or remediation.

Major Topic Outline

1. SOC mission, structure, and workflows
2. Security data sources and log interpretation

- 3. SIEM concepts and query construction
- 4. Threat patterns and analytical reasoning
- 5. Threat intelligence for beginners
- 6. SOC documentation, reporting, and communication

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

New Course Proposal

Date Submitted: 03/16/26 3:08 pm

Viewing: **CS-173 : Introduction to Security Logs and Threat Detection**

Last edit: 03/17/26 4:24 am

Changes proposed by: Joel Rendon (joel.rendon)

Programs
referencing this
course

[AAS.CYBSECOPS: Cybersecurity Operations Support](#)

[CC.CYBSECOPS: Cybersecurity Operations Foundations](#)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix CS - Computer Science

Course Number 173

Department Computer Science

Division Arts and Sciences

Course Title

Introduction to Security Logs and Threat Detection

In Workflow

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

Approval Path

1. 03/17/26 8:02 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 03/17/26 1:26 pm
Anne-Mary Nash-Haruna (annemary.nashharu)
Approved for DASC Dean
3. 03/31/26 5:49 pm
Nora Brodnicki (norab): Approved for DASC Curriculum Committee Outline Review Team
4. 04/03/26 12:59 pm
Megan Feagles (megan.feagles):
Approved for Curriculum Office
5. 04/03/26 1:04 pm
Megan Feagles

(megan.feagles):
Rollback to
Curriculum Office
for Curriculum
Committee
Approval

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

Students in this course are provided a technical introduction to the identification, collection, and analysis of digital logs within a Security Operations Center (SOC) framework. Students will develop fundamental skills in analyzing raw data from diverse sources, including Windows Event Logs, Linux Syslog, web servers, and network telemetry.

Type of Course (ACTI Code)

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

Reason for the Proposal

New proposed course for new program

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

CS-123 and CS-132

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	separate raw log data from multiple enterprise sources into structured records and interpret the security relevance of key fields (such as timestamp, IP address, user/account, event ID, and status code);
2	distinguish between baseline administrative activity and common indicators of compromise;
3	evaluate security events using structured triage workflows to categorize severity and impact;
4	apply boolean-based queries within a security information and event management (SIEM) environment to correlate events;
5	design professional incident reports detailing investigative timelines, evidence, and containment actions.

Major Topic Outline

1. Logging fundamentals and data sources
2. Log structure, fields, and normalization
3. Baselines and common threat patterns
4. Querying and correlating in a SIEM
5. Triage workflows and enrichment
6. Investigation documentation and reporting

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: 4590

[Preview Bridge](#)

Course Change Request

New Course Proposal

Date Submitted: 02/25/26 3:26 pm

Viewing: **CS-192 : Vulnerability Management**

Fundamentals

Last edit: 03/16/26 12:17 pm

Changes proposed by: Joel Rendon (joel.rendon)

Programs
referencing this
course

[AAS.CYBSECOPS: Cybersecurity Operations Support](#)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix CS - Computer Science

Course Number 192

Department Computer Science

Division Arts and Sciences

Course Title
Vulnerability Management Fundamentals

In Workflow

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

Approval Path

1. 02/26/26 7:30 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 02/26/26 3:19 pm
Anne-Mary Nash-Haruna (annemary.nashharu)
Approved for DASC Dean
3. 03/12/26 12:24 pm
Keely Baca (keely.baca):
Approved for DASC Curriculum Committee Outline Review Team
4. 04/03/26 12:59 pm
Megan Feagles (megan.feagles):
Approved for Curriculum Office

5. 04/03/26 1:04 pm
Megan Feagles
(megan.feagles):
Rollback to
Curriculum Office
for Curriculum
Committee
Approval

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

Proposed Effective Summer 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

Students develop foundational skills in vulnerability management aligned with modern security operations practices. Students build and maintain asset inventories, plan and execute vulnerability assessments across on-premises and cloud environments, and analyze and validate scan findings using risk-based methods. Students prioritize remediation using CVSS scoring, exploit availability, and contextual factors such as asset criticality and business impact, and recommend risk treatment strategies communicated in language appropriate for both technical teams and organizational leadership. Students apply vulnerability management skills and produce reporting that supports real-world security operations workflows.

Type of Course (ACTI Code)

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

Reason for the Proposal

New course being proposed as part of a new program.

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

CS-172

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in
Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall

Will this class use library resources?

No

Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

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 an asset inventory for a defined environment by classifying systems based on exposure, criticality, business function, and data sensitivity to support vulnerability assessment planning;
2	plan and execute vulnerability assessments for a defined environment by selecting appropriate scan types, including credentialed, non-credentialed, internal, external, and cloud-based scans, and configuring parameters to minimize operational disruption;
3	analyze vulnerability scan results from a provided dataset by identifying false positives, duplicate findings, and configuration errors, and evaluating environmental context that affects exploitability and informs remediation planning;
4	prioritize remediation activities for a given set of validated findings using CVSS scoring, exploit availability, asset exposure, business criticality, and active threat intelligence sources;

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

5	recommend and justify risk treatment options, including remediation, mitigation, compensating controls, or formal risk acceptance, and produce a vulnerability summary that communicates findings, prioritized actions, and residual risk to both technical staff and organizational leadership.
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Major Topic Outline

1. Vulnerability Management Lifecycle and Governance
2. Asset Discovery and Exposure Analysis
3. Vulnerability Assessment and Scanning Operations
4. Risk-Based Prioritization and Triage
5. Remediation, Mitigation, Risk Acceptance, and Reporting
6. Integrated Vulnerability Management Scenario

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

New Course Proposal

Date Submitted: 02/27/26 12:59 pm

Viewing: **CS-212 : Incident Response Foundations**

Last edit: 04/03/26 1:08 pm

Changes proposed by: Joel Rendon (joel.rendon)

Programs
referencing this
course
[AAS.CYBSECOPS: Cybersecurity Operations Support](#)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix CS - Computer Science

Course Number 212

Department Computer Science

Division Arts and Sciences

Course Title
Incident Response Foundations

In Workflow

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

Approval Path

1. 02/27/26 2:28 pm
Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 02/27/26 4:46 pm
Anne-Mary Nash-Haruna (annemary.nashharu): Approved for DASC Dean
3. 03/02/26 8:36 am
Kerrie Hughes (kerrieh): Approved for DASC Curriculum Committee Outline Review Team
4. 04/03/26 12:59 pm
Megan Feagles (megan.feagles): Approved for Curriculum Office
5. 04/03/26 1:03 pm
Megan Feagles

(megan.feagles):
Rollback to
Curriculum Office
for Curriculum
Committee
Approval

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 Summer 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

Students develop the foundational skills required for entry-level operations within a Security Operations Center (SOC), focusing specifically on the incident response lifecycle. Using a vendor-neutral approach grounded NIST 800-61 framework, students move from initial detection and triage through containment, eradication, and recovery. In this course students analyze common attack vectors, perform initial forensic preservation, and practice professional incident documentation.

Type of Course (ACTI Code)

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

Reason for the Proposal

New course being proposed as part of new program

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

CS-172

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

WR-101 or WR-227Z

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	triage security alerts by categorizing events using standardized criteria to distinguish signals from noise and classify incident severity;
2	execute the NIST incident response lifecycle phases using structured playbooks for common attack scenarios;
3	document and execute basic incident response actions such as containment, eradication, and recovery, within a guided lab environment, recording steps taken and their rationale;
4	perform digital evidence preservation following the order of volatility and maintaining chain-of-custody documentation;
5	validate system recovery through re-baselining, persistence checks, and post-incident verification;
6	compose professional incident documentation, including timelines and shift handoffs, for both technical and non-technical audiences.

Major Topic Outline

1. SOC Operations Foundations
2. The IR Framework
3. Triage and Analysis
4. Detection and Initial Triage

- 4. Containment Strategies
- 5. Eradication and Evidence Preservation
- 6. Recovery and Post-Incident Activity
- 7. SOC 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

Reviewer Comments

Course Change Request

New Course Proposal

Date Submitted: 04/01/26 12:28 pm

Viewing: **CS-222 : Enterprise Digital Forensics**

Last edit: 04/01/26 12:28 pm

Changes proposed by: Joel Rendon (joel.rendon)

Programs
referencing this
course
[AAS.CYBSECOPS: Cybersecurity Operations Support](#)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix CS - Computer Science

Course Number 222

Department Computer Science

Division Arts and Sciences

Course Title
Enterprise Digital Forensics

In Workflow

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

Approval Path

1. 03/31/26 9:31 am
Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 03/31/26 12:15 pm
Anne-Mary Nash-Haruna (annemary.nashharu): Approved for DASC Dean
3. 04/01/26 11:41 am
Nora Brodnicki (norab): Rollback to Initiator
4. 04/01/26 1:52 pm
Megan Feagles (megan.feagles): Approved for Curriculum Office
5. 04/03/26 12:23 pm
Anne-Mary Nash-Haruna (annemary.nashharu)

Approved for DASC
Dean

6. 04/03/26 12:39 pm
Nora Brodnicki
(norab): Approved
for DASC Curriculum
Committee Outline
Review Team

7. 04/03/26 12:59 pm
Megan Feagles
(megan.feagles):
Approved for
Curriculum Office

8. 04/03/26 1:03 pm
Megan Feagles
(megan.feagles):
Rollback to
Curriculum Office
for Curriculum
Committee
Approval

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course
Allow 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 Summer 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

Building on CS-212, this course covers advanced enterprise digital forensics for modern SOCs. Students rapidly collect and analyze live data from endpoints, cloud systems, and security telemetry. Emphasis is on remote triage, EDR/XDR investigation, and scoping blast radius to support active incident response and prepare for SOC analyst roles.

Type of Course (ACTI Code)

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

Reason for the Proposal

New course for new Cybersecurity degree program.

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

CS-212

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

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	collect live forensic artifacts from endpoints and cloud services using enterprise-appropriate remote acquisition methods;
2	analyze endpoint, network, identity, and cloud telemetry to identify indicators of compromise and potential adversary techniques;
3	evaluate the scope and impact of suspicious activity by correlating evidence across hosts, users, and cloud resources;
4	construct a forensic timeline using enterprise telemetry and artifacts to support incident response decision-making;
5	document investigative findings clearly and inclusively for escalation to SOC leadership or incident response teams.

Major Topic Outline

1. Foundations of Enterprise Forensics in SOC Environments
2. Remote Live Acquisition and Enterprise Triage
3. Endpoint Telemetry Forensics
4. Cloud and Identity-Centric Forensics
5. SIEM, EDR, and XDR Investigation Workflows
6. Incident Scoping and Blast Radius Analysis
7. Forensic Timelines in Active Investigations
8. Professional Communication and Documentation

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

Nora Brodnicki (norab) (04/01/26 11:41 am): Rollback: shorten course description

Key: 4614

[Preview Bridge](#)

Course Description

In this hands-on course, students learn how major cybersecurity frameworks directly support real-world Security Operations Center (SOC) workflows. By connecting strategic governance models such as the NIST Cybersecurity Framework and ISO/IEC 27001 with tactical operational models like MITRE ATT&CK, students examine how organizational policy shapes daily monitoring, detection engineering, and alert triage. Working within pre-configured virtual machine environments and open-source SIEM tools (such as Wazuh or Security Onion), students analyze log data, identify actionable security events, and confidently distinguish them from normal business operations. Responsible AI practices are integrated throughout the course as students use AI-assisted tools for SIEM query generation and log summarization while documenting verification steps for accuracy, completeness, and data privacy. By the end of the course, students will be able to triage alerts, map technical findings to relevant framework controls, and produce clear, actionable escalation tickets and handoff reports for Tier 2 analysts and other operational stakeholders.

Type of Course (ACTI Code)

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

Reason for the Proposal

New course as part of a new degree program

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

CS-222

Corequisites

Prerequisites or Corequisites

Course Description

In this hands-on course, students learn how major cybersecurity frameworks directly support real-world Security Operations Center (SOC) workflows. By connecting strategic governance models such as the NIST Cybersecurity Framework and ISO/IEC 27001 with tactical operational models like MITRE ATT&CK, students examine how organizational policy shapes daily monitoring, detection engineering, and alert triage. Working within pre-configured virtual machine environments and open-source SIEM tools (such as Wazuh or Security Onion), students analyze log data, identify actionable security events, and confidently distinguish them from normal business operations. Responsible AI practices are integrated throughout the course as students use AI-assisted tools for SIEM query generation and log summarization while documenting verification steps for accuracy, completeness, and data privacy. By the end of the course, students will be able to triage alerts, map technical findings to relevant framework controls, and produce clear, actionable escalation tickets and handoff reports for Tier 2 analysts and other operational stakeholders.

Type of Course (ACTI Code)

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

Reason for the Proposal

New course as part of a new degree program

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

CS-222

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	compare strategic governance frameworks (e.g., NIST CSF, ISO/IEC 27001) with tactical operational frameworks (e.g., MITRE ATT&CK) to map their relationships to daily SOC detection strategies;
2	investigate simulated SIEM data to distinguish actionable security events from benign business operations and document justified false positive classifications;
3	apply responsible AI practices across SOC workflows by using AI-assisted tools to generate queries and summarize logs, and verify outputs for accuracy, bias, and data-privacy compliance;
4	apply SOC playbooks to prioritize alert severity and determine appropriate containment or escalation actions based on organizational risk and framework requirements;
5	apply SOC playbooks to prioritize alert severity and determine appropriate containment or escalation actions based on organizational risk and framework requirements.

Major Topic Outline

1. Foundations: Policy Meets the SIEM
2. Industry Regulations & Understanding Baseline Behavior
3. Triage Fundamentals & False Positive Identification
4. Responsible AI in Security Operations

- 5. Incident Analysis & Framework Mapping
- 6. Applying SOC Playbooks & Escalation Procedures
- 7. Operational Documentation & Communication

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

New Course Proposal

Date Submitted: 03/31/26 4:20 pm

Viewing: **CS-232 : Applied Security Frameworks in Security Operations**

Last edit: 04/17/26 8:44 am

Changes proposed by: Joel Rendon (joel.rendon)

Programs
referencing this
course

[AAS.CYBSECOPS: Cybersecurity Operations Support](#)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix CS - Computer Science

Course Number 232

Department Computer Science

Division Arts and Sciences

Course Title

Applied Security Frameworks in Security Operations

In Workflow

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

Approval Path

1. 04/03/26 12:59 pm
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 04/03/26 2:04 pm
Anne-Mary Nash-Haruna (annemary.nashharu)
Approved for DASC Dean
3. 04/08/26 4:56 pm
Keely Baca (keely.baca):
Approved for DASC Curriculum Committee Outline Review Team
4. 04/09/26 9:14 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course
Allow 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 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

In this hands-on course, students learn how major cybersecurity frameworks directly support real-world Security Operations Center (SOC) workflows. By connecting strategic governance models such as the NIST Cybersecurity Framework and ISO/IEC 27001 with tactical operational models like MITRE ATT&CK, students examine how organizational policy shapes daily monitoring, detection engineering, and alert triage. Working within pre-configured virtual machine environments and open-source SIEM tools (such as Wazuh or Security Onion), students analyze log data, identify actionable security events, and confidently distinguish them from normal business operations. Responsible AI practices are integrated throughout the course as students use AI-assisted tools for SIEM query generation and log summarization while documenting verification steps for accuracy, completeness, and data privacy. By the end of the course, students will be able to triage alerts, map technical findings to relevant framework controls, and produce clear, actionable escalation tickets and handoff reports for Tier 2 analysts and other operational stakeholders.

Type of Course (ACTI Code)

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

Reason for the Proposal

New course as part of a new degree program

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

CS-222

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	compare strategic governance frameworks (e.g., NIST CSF, ISO/IEC 27001) with tactical operational frameworks (e.g., MITRE ATT&CK) to map their relationships to daily SOC detection strategies;
2	investigate simulated SIEM data to distinguish actionable security events from benign business operations and document justified false positive classifications;
3	apply responsible AI practices across SOC workflows by using AI-assisted tools to generate queries and summarize logs, and verify outputs for accuracy, bias, and data-privacy compliance;
4	apply SOC playbooks to prioritize alert severity and determine appropriate containment or escalation actions based on organizational risk and framework requirements.

Major Topic Outline

1. Foundations: Policy Meets the SIEM
2. Industry Regulations & Understanding Baseline Behavior
3. Triage Fundamentals & False Positive Identification
4. Responsible AI in Security Operations
5. Incident Analysis & Framework Mapping
6. Applying SOC Playbooks & Escalation Procedures
7. Operational Documentation & Communication

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

New Course Proposal

Date Submitted: 03/31/26 4:21 pm

Viewing: **CS-242 : Advanced Incident Response Operations**

Last edit: 04/03/26 1:07 pm

Changes proposed by: Joel Rendon (joel.rendon)

Programs
referencing this
course

[AAS.CYBSECOPS: Cybersecurity Operations Support](#)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix CS - Computer Science

Course Number 242

Department Computer Science

Division Arts and Sciences

Course Title
Advanced Incident Response Operations

In Workflow

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

Approval Path

1. 04/03/26 1:07 pm
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 04/03/26 2:04 pm
Anne-Mary Nash-Haruna (annemary.nashharu)
Approved for DASC Dean
3. 04/07/26 11:38 am
Kerrie Hughes (kerrieh): Approved for DASC Curriculum Committee Outline Review Team

Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass No

Audit	No
Min Credit	4.00
Variable Credit	No

Contact hours

Lecture	44.00
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Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total	44
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Proposed Effective	Summer 2026
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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

Serving as the capstone for the Security Operations program, this course immerses students in the high-stakes environment of advanced incident response and Security Operations Center (SOC) engineering. Moving beyond individual alert triage, students act as Tier 2/Tier 3 responders and incident commanders to orchestrate the defense of a simulated enterprise network under active, multi-stage attack. Synthesizing forensic techniques, threat intelligence, and governance frameworks from previous and concurrent coursework, students will focus on proactive threat hunting, designing automated response playbooks (SOAR), managing war-room communications, and executing complex containment strategies. The course culminates in a multi-day, live-fire simulation where students must seamlessly integrate detection engineering, forensic timeline reconstruction, and executive reporting to stop an advanced persistent threat.

Type of Course (ACTI Code)

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

Reason for the Proposal

New course as part of new degree program

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

CS-212 and CS-222

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	orchestrate a coordinated incident response across endpoint, network, and cloud domains by synthesizing forensic evidence and SIEM telemetry during a live-fire simulation;
2	design and implement automated security playbooks (SOAR) that ingest alerts, enrich indicators of compromise, and execute initial containment scripts to reduce analyst workload;
3	execute proactive threat hunting campaigns using advanced query languages to uncover persistent threats that have bypassed standard SIEM detection rules;
4	manage incident command communications by leading war-room briefings, delegating investigative tasks, and clearly articulating business risk and containment impacts to executive stakeholders;
5	formulate comprehensive post-incident root-cause analyses that directly translate technical failures into actionable updates for organizational governance and risk policies.

Major Topic Outline

1. The SOC Architecture
2. SecOps Engineering
3. Proactive Defense
4. Incident Command
5. Advanced Containment
6. The Feedback Loop

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

Kerrie Hughes (kerrieh) (04/07/26 11:37 am): only problem I see if listed to run in spring but say summer in other areas, does that matter?

Key: 4617

[Preview Bridge](#)

Program	Implementation
Cybersecurity Operations Foundations CC	2027/SU
Cybersecurity Operations Support AAS	2027/SU

Program Change Request

New Program Proposal

Date Submitted: 03/31/26 4:21 pm

Viewing: **CC.CYBSECOPS : Cybersecurity Operations Foundations**

Last edit: 04/08/26 11:03 am

Changes proposed by: Joel Rendon (joel.rendon)

Change Type

NWCCU Minor Substantive Change

Program Contact Information

Are you the Faculty Contact Person?

Yes

In Workflow

1. Curriculum Office

2. CPSI Chair

3. DASC Dean

4. Curriculum Office

5. Curriculum

Committee

Approval

6. CCC Board of

Education Approval

7. CCWD Approval

8. NWCCU Approval

9. Hold for 27-28

Approval Path

1. 03/17/26 8:00 am

Megan Feagles

(megan.feagles):

Rollback to Initiator

2. 03/23/26 11:25 am

Megan Feagles

(megan.feagles):

Rollback to Initiator

3. 04/01/26 6:53 am

Megan Feagles

(megan.feagles):

Approved for

Curriculum Office

4. 04/01/26 9:13 pm

Beverly Forney

(beverlyf):

Approved for CPSI

Chair

5. 04/03/26 12:23 pm

Anne-Mary Nash-

Haruna

(annemary.nashharu

Approved for DASC
Dean

6. 04/03/26 12:52 pm

Megan Feagles
(megan.feagles):

Approved for
Curriculum Office

7. 04/03/26 1:03 pm

Megan Feagles
(megan.feagles):

Rollback to
Curriculum Office
for Curriculum

Committee

Approval

Program Overview

Name of Proposed Program

Cybersecurity Operations Foundations

Program Code CC.CYBSECOPS

Award (CCWD)

Certificate, Related to a Parent Program (45-60 credits) (CC1R)

Parent Program

Cybersecurity Operations Support (AAS.CYBSECOPS)

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

Educational Focus Science, Technology, Engineering and Math
Area (STEM)

Effective Catalog 2027-2028
Edition

Student Estimate 10

Career Area Arts, Information, and Communications

Department Computer Science

Division Arts and Sciences

Other locations (institutions) this Program will be offered

CIP Code 11.1003 - Computer and Information Systems
Security/Auditing/Information Assurance.

Program Description

This certificate prepares students for entry-level information technology and security support roles with an emphasis on foundational Security Operations Center (SOC) concepts and workflows. Students develop core skills in Windows and Linux operating systems, computer networking, scripting, and introductory cybersecurity principles, then apply those skills in courses focused on security monitoring, log analysis, and alert triage. Cooperative Work Experience (CWE) provides supervised, real-world experience that supplements the academic classroom environment and supports workplace readiness.

This one-year Certificate of Completion is designed as a stackable credential that serves both as a standalone pathway into IT support and junior security support positions and as the first year of the Cybersecurity Operations Support AAS, where students deepen their skills in incident response, vulnerability management, cloud security, and advanced SOC operations.

Was your Advisory Committee notified of the change(s)?

Yes

Please attach [Clackamas Community College Advisory_Cybersecurity Program Updates.pdf](#)
documentation [\[LINK UPDATE\] Advisory Committee Clackamas Community College \[Virtual\].pdf](#)
(meeting minutes, email confirmation, etc).

Target Population

Target Population

Students new to IT who want an applied, one-year on-ramp into computer support and security operations.

Current IT support or help desk workers seeking structured preparation for junior security operations roles.

Career changers and adult learners intere

Program Award Information

Program Learning Outcomes (PLOs)

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

	Outcome(s)
1	configure and troubleshoot desktop/server operating systems and basic networks to maintain secure IT environments;
2	implement security controls including authentication, updates, and endpoint protection to reduce system vulnerabilities;
3	analyze basic security events using logs and monitoring tools to identify common threats and policy violations;
4	develop simple programs and scripts to support IT automation and security tasks;
5	produce clear technical documentation and deliver customer support for diverse user needs;
6	apply IT and cybersecurity skills in supervised workplace settings through cooperative work experience.

Related Instruction Courses in the Program

Computation

CS-161

Communication

WR-227Z

Human Relations

COMM-111Z

Will there be revenues associated with the new program?

No

Do new courses need to be created for this new program?

Yes

New Courses

Course Code
CS-122

Standard A: Need - The community college provides clear evidence of the need for the program.

Regional and national labor market data indicate ongoing demand for entry-level information technology and cybersecurity support roles, including computer user support specialists, help desk technicians, and junior SOC analysts. Local employers in government, education, healthcare, and private industry continue to expand networked services and cloud-based infrastructure, increasing the need for staff who understand basic security operations, endpoint configuration, and incident reporting. This certificate responds to that need by providing a focused, one-year pathway into IT and security support roles and by creating a clear on-ramp to the Cybersecurity Operations Support AAS for students who wish to advance into more specialized incident response and security operations positions.

Standard B: Collaboration - The community college utilizes systemic methods for meaningful and ongoing involvement of the appropriate constituencies.

Program development has been guided by ongoing conversations with local IT and security professionals, regional SOC practitioners, and existing advisory input for related computer science and networking programs. Faculty leveraged current industry certification objectives (e.g., CompTIA Network+, Security+, and ISC2 Certified in Cybersecurity) and employer feedback about entry-level skill gaps in log analysis, endpoint configuration, and basic incident documentation. As the program is implemented, the college will continue to engage employers, advisory members, and transfer partners through regular advisory meetings, internship and CWE placement feedback, and curriculum review cycles to ensure the certificate remains aligned with evolving workforce expectations in cybersecurity operations.

Standard C: Alignment - The program is aligned with appropriate education, workforce development, and economic development activities.

The Cybersecurity Operations Foundations certificate aligns with state and national efforts to expand the cybersecurity workforce and to create stackable credentials that lead to family-wage careers in technology. The curriculum is mapped to foundational competencies reflected in widely recognized industry certifications (CompTIA ITF+, A+, Network+, Security+, and ISC2 CC) and supports regional workforce needs identified in IT support and junior security roles. The certificate is intentionally designed as Year 1 of a two-year Cybersecurity Operations Support AAS, aligning short-term training with longer-term educational pathways. This alignment supports local economic development by providing employers with a pipeline of graduates who can fill entry-level IT support and security operations positions while progressing toward more advanced roles without leaving the region.

Standard D: Design - The program leads to student achievement of academic and technical knowledge, skills, and related proficiencies.

The program is structured around clearly defined Program Learning Outcomes that emphasize operating systems, networking, scripting, cybersecurity principles, security monitoring, log analysis, and professional communication. Courses are sequenced so that foundational knowledge in OS, Linux, networking, and scripting (Fall/Winter) is applied in security operations and log-analysis coursework (Spring), then reinforced through Cooperative Work Experience (Summer). Related Instruction requirements in computation, communication, and human relations are met through existing college-approved courses (CS-161, WR-227Z), ensuring students also develop general education skills in quantitative reasoning, writing, and interpersonal communication. Hands-on labs, applied projects, and CWE experiences are used to assess student achievement of technical and workplace competencies in environments that mirror real IT and SOC settings.

Standard E: Capacity - The community college identifies and has the resources to develop, implement, and sustain the program.

The certificate is built primarily from existing computer science, networking, and related instruction courses that are already offered and staffed by the Computer Science department and the Arts and Sciences division. New courses (CS-122, CS-123, CS-132, CS-172, CS-173) will be developed and delivered by current full-time with professional experience in cybersecurity. Existing laboratory spaces, virtualized environments, and instructional technologies that support networking and systems courses will also support the security operations coursework. Cooperative Work Experience is coordinated through established college processes that place students with local employers. Because the program reuses much of the existing instructional infrastructure and leverages current faculty expertise, the college has the capacity to develop, implement, and sustain the certificate without requiring significant new facilities or ongoing external funding.

Method of Delivery

Will the program be available face to face?

Yes

Will any portion of the program be available via distance education?

Yes

Will this program be a reduced credit bachelor degree?

No

Method of Assessment

Will standard methods of assessment be used?

Yes

Will Direct Assessment be used instead of standard methods of assessment?

No

Will Competency-Based Education (CBE) be used instead of standard methods of assessment?

No

NWCCU Minor Substantive Change

Provide a clear statement of the nature and purposes of the change in the context of institutional mission and core themes, or institutional objectives.

Clackamas Community College proposes to add a one-year Certificate of Completion in Cybersecurity Operations Foundations as a new program within the college's existing Information Technology pathways. This change advances CCC's mission to "begin your journey" by offering accessible, career-focused education that prepares students for living-wage jobs while supporting transfer and lifelong learning for the diverse communities the college serves.

Provide descriptive information regarding method of instructional delivery (i.e., type of delivery including percent of face-to-face, hybrid, distance delivery, and/or competency-based)

The program will be delivered using flexible formats designed to "meet students where they are," including primarily face-to-face and hybrid offerings, with some carefully selected online courses. Approximately 60–80 percent of instruction will be on campus and up to 40 percent in hybrid or online modalities, using CCC's established LMS, high-touch advising, and regular and substantive interaction to support student success for all learners, including working adults and historically underserved students.

Description of the assessment plan for student learning outcomes

Program learning outcomes will be aligned with CCC's core learning outcomes and assessed through an established, equity-minded assessment cycle focused on using results to improve student success. Faculty will use direct measures (projects, labs, performance-based assessments, certification-aligned exams) and indirect evidence (student feedback, employer input) and will disaggregate data, where feasible, to ensure that students from all backgrounds are equitably achieving the intended outcomes.

Plans and descriptive materials indicating evidence of need for the change and the student clientele to be served (common resources include EMSI and the BLS Handbook)

Labor-market information from EMSI and the Bureau of Labor Statistics shows strong current and projected demand for cybersecurity and information security roles with competitive wages in Oregon and the Portland metropolitan region. The certificate will primarily serve CCC's diverse student body, including recent high school graduates, first-generation college students, veterans, incumbent IT workers, and adult learners seeking reskilling or upskilling, with a specific emphasis on expanding access to high-demand technology careers for underserved and underrepresented communities in alignment with CCC's commitment to equity and belonging.

Describe the procedures used in arriving at the decision to change.

The decision to propose this certificate emerged from CCC faculty, administrators, and the Cybersecurity advisory committee, who identified cybersecurity as a high-priority regional workforce need connected to existing college strengths. The proposal followed CCC's shared-governance processes, including review by the advisory committee, department and division meetings, the college curriculum committee, and appropriate administrative councils, ensuring that the change reflects institutional priorities, mission, and community input.

Describe the timetable for implementation.

Following completion of internal governance steps and external approvals, CCC plans to launch the Cybersecurity Operations Foundations certificate at the beginning of the 2027-2028 academic year. Outreach, advising materials, and guided-pathway maps will be updated at least one term before implementation so that students, advisors, and community partners can clearly see how this certificate fits within CCC's broader degrees and certificates and supports smooth educational journeys.

Describe capacity of student services to accommodate the change; and implications of the change for services to the rest of the student body.

CCC's robust student services including admissions, advising, financial aid, tutoring, tech help, counseling, the Multicultural Center, and the award-winning VET Center are prepared to support students in the new certificate. Advisors, career services staff, and specialized centers (such as services for veterans and the Multicultural Center) will receive updated program information and pathway materials, ensuring that the addition of the certificate enhances the college's ability to provide personalized, inclusive support to the entire student body.

Describe the provision for physical facilities and equipment.

The program will use existing CCC facilities, including classrooms and computer labs on the Oregon City campus, along with virtual lab environments already in use for IT and networking courses. Any additional software licenses, cloud-based cybersecurity labs, or incremental hardware needs can be accommodated within CCC's current and planned technology budgets, consistent with sustainable stewardship of institutional resources.

Describe adequacy and availability of library and information resources.

CCC's library currently provides access to databases, e-books, and technical resources that support IT and related programs and are sufficient to support the Cybersecurity Operations Foundations curriculum. Library faculty and program faculty will collaborate to identify and maintain current cybersecurity titles, online resources, and research tools so that students regardless of background or modality can access the information they need to succeed.

Provide an analysis of faculty and staff resources needed which includes educational and professional experience qualifications of the faculty members relative to their individual teaching assignments; and anticipated sources or plans to secure qualified faculty and staff.

The certificate will be taught primarily by existing full-time and adjunct faculty who hold appropriate academic credentials in Computer Science, Information Systems, or related fields, along with substantial professional experience in networking, systems administration, and cybersecurity. As enrollment grows, CCC will recruit additional faculty who meet institutional and NWCCU standards, with particular attention to hiring and developing a diverse faculty body and providing ongoing professional development in both cybersecurity content and culturally responsive, student-centered teaching practices.

Upload the [BudgetWorksheet2018 \(1\).xlsx](#)
completed Budget
Plan Template

Proposed Curriculum

Plan of Study Grid

First Year

Fall Term		Credits
CS-122	Course CS-122 Not Found	2.00
CS-140	Introduction to Operating Systems	4.00
CS-160	Computer Science Orientation	4.00
CS-161	Computer Science I	4.00
	Credits	14

Winter Term

CS-123	Course CS-123 Not Found	4.00
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<u>CS-132</u>	Course CS-132 Not Found	4.00
<u>CS-151</u>	Networking 1	4.00
<u>CS-240W</u>	Windows Desktop Administration	3.00
	Credits	15
Spring Term		
<u>CS-152</u>	Networking 2	4.00
<u>CS-172</u>	Course CS-172 Not Found	4.00
<u>CS-173</u>	Course CS-173 Not Found	4.00
<u>CS-240L</u>	Linux Administration 1	4.00
	Credits	16
Summer Term		
<u>COMM-111Z</u>	Public Speaking	4.00
<u>CS-280</u>	Computer Science/CWE	4.00
<u>CWE-281</u>	Cooperative Work Experience Seminar	0.00
<u>WR-227Z</u>	Technical Writing	4.00
	Credits	12
	Total Credits	57

Reviewer

Comments

Megan Feagles (megan.feagles) (03/17/26 8:00 am): Rollback: See email for details. - NWCCU Minor Substantive Change - CS-240L prereqs - CS-123, CS-132 offering terms - BA-285 and WR-227Z listed twice - 19 credits in winter term

Megan Feagles (megan.feagles) (03/23/26 11:25 am): Rollback: CS-172 prereq is CS-132, CS-151, and CS-240L. Can't list CS-240L and CS-172 in the same term. WR-227Z has a prereq of WR-121Z, but WR-121Z is not in the program.

Program Change Request

New Program Proposal

Date Submitted: 04/02/26 6:38 pm

Viewing: **AAS.CYBSECOPS : Cybersecurity**

Operations Support

Last edit: 04/17/26 8:53 am

Changes proposed by: Joel Rendon (joel.rendon)

Change Type

NWCCU Minor Substantive Change

Program Contact Information

Are you the Faculty Contact Person?

Yes

In Workflow

1. Curriculum Office
2. CPSI Chair
3. DASC Dean
4. Curriculum Office
5. Curriculum Committee Approval
6. CCC Board of Education Approval
7. CCWD Approval
8. NWCCU Approval

Approval Path

1. 04/02/26 7:50 am
Megan Feagles
(megan.feagles):
Rollback to Initiator
2. 04/03/26 7:42 am
Megan Feagles
(megan.feagles):
Approved for
Curriculum Office
3. 04/03/26 9:38 am
Beverly Forney
(beverlyf):
Approved for CPSI
Chair
4. 04/03/26 12:23 pm
Anne-Mary Nash-
Haruna
(annemary.nashharu)
Approved for DASC
Dean
5. 04/03/26 12:52 pm
Megan Feagles
(megan.feagles):

Approved for
Curriculum Office
6. 04/03/26 1:03 pm
Megan Feagles
(megan.feagles):
Rollback to
Curriculum Office
for Curriculum
Committee
Approval
7. 04/09/26 9:15 am
Megan Feagles
(megan.feagles):
Approved for
Curriculum Office

Program Overview

Name of Proposed Program

Cybersecurity Operations Support

Program Code AAS.CYBSECOPS

Award (CCWD)

AAS Degree (90-108 credits) (AAS)

Type of Program Associate of Applied Science (AAS)
(CCC)

Educational Focus Science, Technology, Engineering and Math
Area (STEM)

Effective Catalog 2027-2028
Edition

Student Estimate 24

Career Area Arts, Information, and Communications

Department Computer Science

Division Arts and Sciences

Other locations (institutions) this Program will be offered

CIP Code

11.1003 - Computer and Information Systems

Security/Auditing/Information Assurance.

Program Description

The Cybersecurity Operations Support Associate of Applied Science (AAS) builds the technical foundation that employers require for entry-level IT support and security-adjacent roles, with a curriculum designed to prepare students for a realistic first step into the cybersecurity field, and a clear development path toward Security Operations Center (SOC) work over time. The embedded first-year Certificate prepares students to enter the workforce immediately in vital IT support, help desk, and network administration roles.

The second year elevates these foundational skills, immersing students in advanced defensive operations. Students engage in hands-on, scenario-based learning to master vulnerability management, enterprise digital forensics, cloud security architecture, and incident response. By integrating programming (Python and SQL) with applied security frameworks, graduates learn how to detect, hunt, and remediate cyber threats. While some exceptional graduates may transition directly into junior Security Operations Center (SOC) roles—often facilitated by the program's Cooperative Work Experience (CWE)—the AAS is primarily designed to fast-track IT professionals into specialized roles such as SOC Analyst, Incident Responder, and Cloud Security Specialist after gaining initial, real-world IT operational experience.

Labor Market

Occupation Profiles [Occupation Profiles Report.pdf](#)
Report

Employer Advisory [CCC Cybersecurity Employer Advisory Board.pdf](#)
Board List

Was your Advisory Committee notified of the change(s)?

Yes

Please attach [Clackamas Community College Advisory_Cybersecurity Program Updates.pdf](#)
documentation
(meeting minutes,
email confirmation,
etc).

Target Population

Target Population

Current IT support or help desk workers seeking structured preparation for IT support security-adjacent roles, career changers and adult learners.

Program Award Information

Program Learning Outcomes (PLOs)

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

	Outcome(s)
1	configure, secure, and troubleshoot Windows, Linux, network, and cloud-based systems in accordance with organizational security policies to maintain reliable and compliant IT operations;
2	analyze logs, alerts, and security tool output to identify, document, and escalate potential threats and policy violations using established organizational procedures;
3	apply structured procedures to document, contain, and escalate security incidents and assist with vulnerability remediation, incorporating introductory digital forensics techniques under supervisory guidance;
4	develop scripts and queries to automate routine security workflows and extract actionable data from IT and security systems;
5	communicate security events, system status, and technical recommendations clearly in written and oral formats tailored to both technical and non-technical audiences.

Related Instruction Courses in the Program

Computation

CS-161

Communication

WR-227Z

Human Relations

COMM-111Z

Health/PE

1 Credit

Will there be revenues associated with the new program?

No

Do new courses need to be created for this new program?

Yes

New Courses

Course Code
CS-122
CS-123
CS-132
CS-172
CS-173
CS-192
CS-212
CS-222
CS-232
CS-242

Are new sections of existing courses needed to support this new program?

No

Financial Assistance Options Sought for and/or Approved for the Program

Federal Financial Aid Options

No

Workforce Investment Act – Individual Training Account

No

Veterans Benefits

No

State of Oregon Financial Aid

No

College Financial Aid

No

Private Business, Foundation Aid

No

Other

No

Program Approval Standards

Standard A: Need - The community college provides clear evidence of the need for the program.

Regional and national labor market data indicate a critical and widening skills gap in cybersecurity, but employer feedback consistently highlights a specific nuance: "entry-level" security roles typically require foundational IT experience. Employers in critical infrastructure, healthcare, technology, and government sectors report a severe shortage of IT professionals who possess both the operational knowledge to maintain systems and the advanced analytical skills to secure them.

The AAS in Cybersecurity Operations Support addresses this nuanced demand by providing a two-phased workforce pipeline. First, it supplies local employers with highly capable IT support technicians who already possess a security-first mindset. Second, it provides those technicians with the advanced training in vulnerability management, log analysis, and incident response required to be rapidly promoted cyber defense roles. This structured approach directly answers the industry's need for security personnel who understand the environments they are tasked with protecting.

Standard B: Collaboration - The community college utilizes systemic methods for meaningful and ongoing involvement of the appropriate constituencies.

Program development was guided by a technical advisory committee comprising regional CISOs, CIOs, active SOC managers, and senior incident responders. By analyzing the day-to-day operational requirements of modern security teams, faculty integrated highly requested skills—such as Python scripting, SQL for log analysis, and cloud computing—directly into the second year. The program maps closely to the NICE Cybersecurity Workforce Framework (specifically the Cyber Defense Analysis and Incident Response categories). Ongoing collaboration will be sustained through robust Cooperative Work Experience (CWE) employer feedback loops, annual curriculum reviews, and engagement with industry vendors to ensure laboratory environments reflect current threat landscapes.

Standard C: Alignment - The program is aligned with appropriate education, workforce development, and economic development activities.

This AAS degree is explicitly designed as the culmination of a stackable credential pathway, seamlessly encompassing the 57-credit Cybersecurity Operations Foundations Certificate. This structure allows students to gain immediate employability after Year 1 while providing a structured on-ramp to the AAS. Furthermore, the program aligns with state workforce development initiatives aimed at retaining local tech talent and building regional cyber resilience, ensuring employers have a dependable, highly trained local workforce capable of protecting regional economic assets.

Standard D: Design - The program leads to student achievement of academic and technical knowledge, skills, and related proficiencies.

The AAS is intentionally sequenced to mirror the professional development lifecycle of a cybersecurity practitioner. Year 1 establishes the bedrock of networking, operating systems, and basic security monitoring. Year 2 (Fall) introduces the core of defensive operations with advanced networking, vulnerability management, and incident response foundations. In the Winter and Spring terms, students synthesize this knowledge through complex domains like cloud security, enterprise digital forensics, applied security frameworks, and automation via Python. The inclusion of database design (SQL) ensures students understand the data structures behind SIEM tools. The program concludes with an advanced CWE, allowing students to apply their high-level technical skills, public speaking, and technical writing proficiencies in real-world SOC environments. Related Instruction requirements are embedded and fulfilled per state guidelines.

Standard E: Capacity - The community college identifies and has the resources to develop, implement, and sustain the program.

The college is positioned to deliver this AAS by leveraging the robust infrastructure established by the Computer Science department and the Year 1 certificate. The expansion into Year 2 utilizes existing virtualization platforms, cloud-based cyber ranges, and software licensing currently maintained by the IT and CS departments. The college's well-established CWE office has the capacity to expand its employer network to place second-year students in advanced internship roles. By utilizing scalable cloud labs and existing institutional structures, the college can sustain this program cost-effectively and adapt rapidly to new industry tools without requiring significant new facilities.

Method of Delivery

Will the program be available face to face?

Yes

Will any portion of the program be available via distance education?

Yes

Will this program be a reduced credit bachelor degree?

No

Method of Assessment

Will standard methods of assessment be used?

Yes

Will Direct Assessment be used instead of standard methods of assessment?

No

Will Competency-Based Education (CBE) be used instead of standard methods of assessment?

No

NWCCU Minor Substantive Change

Provide a clear statement of the nature and purposes of the change in the context of institutional mission and core themes, or institutional objectives.

Clackamas Community College proposes to establish a two-year Associate of Applied Science (AAS) in Cybersecurity Operations Support. This degree extends the embedded one-year Cybersecurity Operations Foundations Certificate of Completion into a complete, stackable credential pathway that prepares students for entry-level IT support roles with increasing security responsibilities, and provides the foundational competency required to compete for Tier 1 SOC analyst and security support positions over time.

This expansion aligns directly with CCC's institutional mission to provide accessible, workforce-relevant education that supports student success and regional economic development. The AAS addresses a documented regional skills gap in cybersecurity-adjacent IT roles — positions that require more than certificate-level training but are not yet accessible to four-year graduates — by providing a structured two-year progression from systems fundamentals through security operations, incident response, vulnerability management, and cloud security. The program serves students seeking family-wage careers in technology, incumbent IT workers seeking to formalize and advance their security skills, and populations — including veterans, first-generation students, and career changers — for whom a community college pathway offers the most accessible route into the cybersecurity workforce.

Provide descriptive information regarding method of instructional delivery (i.e., type of delivery including percent of face-to-face, hybrid, distance delivery, and/or competency-based)

Instruction is delivered primarily in face-to-face and hybrid formats, with the majority of coursework (approximately 70%) delivered in person to support hands-on technical skill development. Core laboratory courses — including those covering operating systems, networking, digital forensics, and security operations — are conducted face-to-face to ensure students have direct access to virtualized lab environments, instructor demonstration, and peer collaboration that reflects real workplace settings.

A subset of coursework, including selected lecture-based and framework-focused courses, is available in hybrid or online formats to support schedule flexibility for working adult students and incumbent workers. All hybrid and online sections meet the same student learning outcomes and utilize the same laboratory resources through cloud-based cyber range environments and virtualized enterprise simulations accessible remotely.

Cooperative Work Experience (CWE) is delivered as supervised, in-person workplace learning with employer partners. Students complete two CWE terms across the two-year program — one in Year 1 and one in Year 2 — under structured agreements that define learning objectives, supervisor responsibilities, and evaluation criteria coordinated through the college's established CWE office.

Description of the assessment plan for student learning outcomes

Student achievement of Program Learning Outcomes (PLOs) will be assessed through a structured, faculty-led assessment cycle conducted on a two-year rotating basis, ensuring each PLO is evaluated at least once per assessment period. Assessment follows a direct and indirect evidence model.

Direct assessment will be embedded in course-level performance tasks that are explicitly mapped to program PLOs. Representative assessment methods include: hands-on lab evaluations in operating systems and networking courses (PLO 1); log analysis and alert documentation exercises in security operations coursework (PLO 2); tabletop incident response scenarios and vulnerability scan reports assessed against structured rubrics (PLO 3); functional script and query submissions evaluated for accuracy, efficiency, and appropriate application (PLO 4); and written incident reports and oral briefings assessed using a shared communication rubric applied consistently across sections (PLO 5).

Indirect assessment will include structured employer evaluation forms completed by CWE supervisors at the conclusion of each work experience term, mapped to PLO competency areas. CWE supervisor feedback will serve as the primary external validity check on program outcomes.

Results will be reviewed annually by program faculty, with findings documented and used to inform curriculum adjustments, course sequencing decisions, and resource requests.

Assessment findings will be reported through the college's program review process on the standard institutional cycle.

Plans and descriptive materials indicating evidence of need for the change and the student clientele to be served (common resources include EMSI and the BLS Handbook)

Regional and national labor market data indicate sustained demand for cybersecurity-adjacent IT professionals in the Portland metropolitan area and surrounding region. According to Oregon Employment Department, the following occupations reflect demand relevant to AAS graduates: Computer User Support Specialists (SOC 15-1232): ~410 annual job openings statewide, median wage \$61,775 (approx. \$29.70/hr), projected growth 7% over 10 years.

Information Security Analysts (SOC 15-1212): ~163 annual job openings statewide, median wage \$108,522 (approx. \$52.17/hr), projected growth 32.5% over 10 years.

Network and Computer Systems Administrators (SOC 15-1244): ~250-370 annual job openings statewide, median wage \$95,273 - \$113,803 (depending on specific industry sector), projected growth 7-8% over 10 years.

These occupations represent the realistic near-term employment targets for AAS graduates — roles that require more than helpdesk-level training but are accessible to candidates with two years of applied technical education and supervised work experience. Regional advisory committee members, including [employer names if shareable], confirmed during program development that candidates with foundational IT credentials combined with demonstrated security competency represent a difficult-to-fill hiring profile locally.

The one-year certificate addresses the entry point of this pipeline. The AAS addresses the next tier — candidates who can support security operations functions, assist with incident documentation, and operate within structured SOC workflows — a competency level that the certificate alone does not fully develop. The student population served includes recent high school graduates, career changers, veterans utilizing education benefits, and incumbent IT workers seeking to formalize security competency, all of whom are underserved by four-year degree options in terms of cost, schedule flexibility, and time-to-employment.

Describe the procedures used in arriving at the decision to change.

The decision to develop a two-year AAS in Cybersecurity Operations Support emerged from a multi-stage faculty and advisory review process initiated in Fall 2025. Program faculty, drawing on professional experience in IT management and Cybersecurity operations, conducted an initial environmental scan of regional labor market data and comparable programs at peer institutions in Oregon and Washington.

Findings were presented to the Computer Science program advisory committee, which includes representatives from Clackamas County, PalotAlto, Oregon Metro, CDW. Advisory members provided structured feedback confirming employer demand for candidates with two-year applied training in security operations, and identified specific competency gaps — including incident documentation, vulnerability workflow support, and scripted task automation — that informed the second-year curriculum design.

The program proposal advanced through CCC's standard shared-governance process, including review and approval by the Curriculum Committee, Academic Standards Council, and administrative leadership. The decision to structure the AAS as a direct extension of the certificate — rather than a standalone degree — was specifically informed by advisory feedback that IT foundational experience must precede security operations coursework, and by the college's guided pathways commitment to transparent, stackable credential design.

Describe the timetable for implementation.

The following implementation timeline reflects standard internal governance and external approval processes:

2025-2026: Program proposal development complete; advisory committee review and endorsement; curriculum committee submission.

2026-2027, Fall: HECC new program application submitted; NWCCU substantive change notification submitted; course development for new second-year courses initiated by program faculty.

2026-2027, Spring/Summer: HECC and NWCCU approvals anticipated; advising maps, program guides, and catalog copy finalized; faculty hiring or assignment confirmed for Year 2 courses; CWE employer partnerships for Year 2 placements established.

2027–28 Academic Year (Fall): First cohort of Year 2 students enrolled; concurrent launch of Year 1 certificate for incoming students on the full AAS pathway.

2028–29 Academic Year: First AAS graduates complete program; initial CWE employer evaluations collected; first program-level PLO assessment cycle completed and reviewed by faculty.

Describe capacity of student services to accommodate the change; and implications of the change for services to the rest of the student body.

CCC's student services infrastructure has been identified as adequate to support the AAS cohort without requiring new service units. Relevant offices and their roles in program support include:

Academic Advising: Advisors serving the Computer Science pathway will be oriented to the AAS program structure, the stackable certificate-to-degree progression, and the realistic career trajectory for graduates — specifically including the IT-experience-first pathway to security operations roles. Advising materials will be updated prior to the 2027–28 launch to reflect the two-year guided pathway.

Career Services and CWE Office: The CWE coordinator will expand the existing employer network to include Year 2 placement sites, with priority given to organizations that can offer security-adjacent work experience (SOC environments, IT security teams, MSSPs). Employer agreements will specify Year 2 learning objectives distinct from Year 1 CWE requirements.

VET Center and Multicultural Center: Both offices have been identified as key referral partners for recruiting and retaining veteran and first-generation students in the AAS pathway. Program faculty will coordinate with these offices during onboarding and at identified retention checkpoints in the curriculum.

Enrollment Services: No new admissions requirements are anticipated. Students entering the AAS pathway will follow standard CCC enrollment processes, with the certificate serving as a natural cohort-building checkpoint between Year 1 and Year 2.

No significant new student service positions are required for program launch. Existing capacity is sufficient with the coordination described above.

Describe the provision for physical facilities and equipment.

The AAS will be delivered using existing facilities and infrastructure on the Oregon City campus. Computer Science department labs currently support networking, systems administration, and programming instruction and will continue to serve the Year 2 curriculum without modification to physical layout or hardware inventory.

Advanced Year 2 coursework — including digital forensics (CS-222), cloud security (CS-182), and vulnerability management (CS-192) — will be delivered through existing virtualized lab environments and cloud computing platforms currently licensed and maintained by the Computer Science department. Specific platforms include, VMware, VirtualBox, Cisco Academy, Wireshark, Autopsy. While these platforms support the simulation of enterprise security environments without requiring dedicated on-premises hardware for each student workstation, some adjustments will be required as the program matures.

Cyber range environments for incident response and SOC simulation coursework accessed through a cloud-based cyber range platform to be confirmed prior to program launch.

No new construction, major equipment purchases, or facility modifications are required for AAS implementation.

Describe adequacy and availability of library and information resources.

CCC Library provides access to technical databases, e-book collections, and digital resources that support the AAS curriculum. Resources directly relevant to program coursework include access to NIST Special Publications, CIS Benchmarks, and MITRE ATT&CK documentation (all publicly available).

Prior to program launch, a library faculty liaison assigned to the Computer Science department will conduct a collection review specific to second-year AAS course topics — including incident response, digital forensics, cloud security, and vulnerability management — and will identify any gaps in current holdings. Any required additions will be incorporated into the library's standard acquisitions process.

All library resources are accessible to students in both on-campus and distance modalities through CCC's authenticated digital access systems, ensuring equitable resource availability regardless of instructional delivery format.

Provide an analysis of faculty and staff resources needed which includes educational and professional experience qualifications of the faculty members relative to their individual teaching assignments; and anticipated sources or plans to secure qualified faculty and staff.

The AAS will be delivered by existing full-time Computer Science faculty with professional experience directly relevant to their teaching assignments.

All faculty teaching security operations, incident response, digital forensics, and cloud security courses hold or are in the process of obtaining industry credentials aligned with their teaching assignments, including CompTIA Security+, Pentest+, CySA+, ISC2 CC, Faculty certification status will be reviewed annually as part of the department's professional development planning process.

For new courses requiring specialized expertise not currently available within the existing faculty, the department will recruit qualified adjunct instructors. Minimum qualifications for adjunct positions will require a combination of relevant academic credentials and verifiable professional experience in cybersecurity operations, consistent with NWCCU faculty qualification standards and CCC's established hiring criteria.

A formal faculty development plan, including support for certification maintenance and participation in relevant professional organizations will be established prior to program launch to ensure ongoing faculty currency in a rapidly evolving field.

Upload the [BudgetWorksheet2018 \(1\).\(1\).xlsx](#)
completed Budget
Plan Template

Proposed Curriculum

Plan of Study Grid

First Year

Fall Term

Credits

<u>CS-122</u>	<u>Course CS-122 Not Found</u>	2.00
<u>CS-140</u>	Introduction to Operating Systems	4.00
<u>CS-160</u>	Computer Science Orientation	4.00
<u>CS-161</u>	Computer Science I	4.00
	Credits	14

Winter Term

<u>CS-123</u>	<u>Course CS-123 Not Found</u>	4.00
<u>CS-132</u>	<u>Course CS-132 Not Found</u>	4.00
<u>CS-151</u>	Networking 1	4.00
<u>CS-240W</u>	Windows Desktop Administration	3.00
	Credits	15

Spring Term

<u>CS-152</u>	Networking 2	4.00
<u>CS-172</u>	<u>Course CS-172 Not Found</u>	4.00
<u>CS-173</u>	<u>Course CS-173 Not Found</u>	4.00
<u>CS-240L</u>	Linux Administration 1	4.00
	Credits	16

Summer Term

<u>COMM-111Z</u>	Public Speaking	4.00
<u>CS-280</u>	Computer Science/CWE	<u>4.00</u>
<u>CWE-281</u>	Cooperative Work Experience Seminar	0.00
<u>WR-227Z</u>	Technical Writing	4.00
	Credits	12

Second Year

Fall Term

<u>CS-153</u>	Networking 3	4.00
<u>CS-192</u>	<u>Course CS-192 Not Found</u>	4.00
<u>CS-212</u>	<u>Course CS-212 Not Found</u>	4.00
	Credits	12

Winter Term

<u>CS-182</u>	Intro to Cloud Computing	4.00
<u>CS-222</u>	<u>Course CS-222 Not Found</u>	4.00
<u>CS-275</u>	Database Design	3.00
<u>PE/Health/Safety/First Aid requirement</u>		1.00
	Credits	12

Spring Term

<u>CS-170</u>	Python Programming	4.00
<u>CS-232</u>	<u>Course CS-232 Not Found</u>	4.00
<u>CS-242</u>	<u>Course CS-242 Not Found</u>	4.00
	Credits	12

Summer Term

<u>CS-280</u>	Computer Science/CWE	<u>3.00</u>
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CWE-281 Cooperative Work Experience Seminar 0.00

Credits 3

Total Credits 96

Reviewer

Comments

Megan Feagles (megan.feagles) (04/02/26 7:50 am): Rollback: 1. Marking this as a Minor Sub Change with NWCCU since the % of new courses is over 25. Please fill out the new required fields and resubmit. 2. Will CS-281 be a new course? I haven't seen an outline come through for that course yet. Also there are no credits populated for CS-281 in the program. 3. Most of the PE/Health Related Instruction courses are 1-3 credits. The only 4 credit course is FRP-246. 4 credits of PE/Health seems too high for this program. 4. A full-time student need 12 credits in a term. Some of the terms have less than 12 credits. It's not a requirement to have 12 credits, just something to think about. 5. Some of the learning outcomes seem a bit long. They include multiple parts that might be better broken out into multiple outcomes. Just something the Committee may bring up.



Clackamas Community College

Examination of
Health/PE/Safety
Related Instruction
Requirement for
Two-Year CTE-AAS
Programs (ISP 181)

Workgroup:

Nora Brodnicki, Art

Keoni McHone, Health/PE/Athletics

Joan San-Claire, Business & CS (Accounting)

Craig Connors, Industrial Tech

Dustin Bates, Automotive & Welding

February 2026, updated April 14, 2026

In this presentation:

- What
- Why
- Context
- Data
- Stakeholders
- Impacts
- Action Items
- Outcomes
- Discussion
- Recommendation

What

- Examination of the requirement for two-year Career Technical Education (CTE) AAS programs at CCC to include a Related Instruction (RI) Physical Education (PE)/Health/Safety/First Aid course.
- Requirement documented in ISP 181 Related Instruction Policy: “...all AAS degrees require one course in physical education/health/safety/first aid.” *Adopted 1991.*
- Program Learning Outcome (PLO): *Use effective life skills to improve and maintain mental and physical wellbeing.*
- History:
 - The RI requirement for PE/Health/Safety/First Aid was a state requirement (HECC) back in the late 1980s or 90s. CCC adopted the policy in 1991, according to ISP 181.
 - Its current relevancy was brought up in the past but did not result in any change to the requirement at that time.

Why

- Today's students are different. The concept of a well-rounded education is viewed by some as outdated. We serve more marginalized and nontraditional students than ever before. Many students are learning online, while working full-time and providing for families. It is crucial to examine program equity and relevancy to meet today's students' needs, and to make revisions, if and when appropriate.
- Recognized issues with the CTE-AAS PE/Health/Safety/First Aid Related Instruction (RI) requirement:
 - Does not relate to all of the two-year CTE AAS programs' content. More specifically, it may not meet the OR CTE ***Coherent Curriculum*** and ***Career Connected Learning standards*** because it does not align to industry-identified standards and sequences to prepare students for their next steps (OR CTE Program of Study Quality Rubric).
 - The Oregon Skill Sets are industry-created and -validated standards of the knowledge and skills expected of workers to be successful in their chosen careers and are the foundation for Oregon's CTE Programs (HECC). PE or Health is *not* in this list. Safety and First Aid *are* listed for some CTE programs, such as Manufacturing or Nursing.
 - Program leads are unable to assess this RI PLO, which is required. The PLO has not been assessed by the department owners.

Why cont.

- PE/Health/Safety/First Aid course offerings are from 1 to 3 credits.
 - Costs students tuition and time for a course that may not relate to nor serve program content and outcomes.
 - A course option that meets a student's needs may add to the 90 total credits for their AAS program, some of which only allot 1 credit for this requirement. Most of the course options are 3 credits.
 - Not all of the options for meeting this requirement meet CCC's value of equity or are inclusive for all students. Examples:
 - Physically challenged students or busy parents learning online at home while managing young children may be forced to choose a 3-credit health or safety course over a 1-credit PE or First Aid option

Positive note: more students today choose online learning and the Health/PE/Athletics Department has stepped up to meet this demand with offerings online.

Context

- CCC is one of four Oregon Community Colleges (CCs) out of 17 total that has retained the PE/Health/Safety/First Aid RI requirement for two-year AAS programs, along with:
 - Mt. Hood
 - Southwestern
 - Chemeketa: AAS degree requirements list three additional credits from a variety of categories, where Health and Human Performance/PE is *one* of the options → students could choose to satisfy the requirement with a course not in Health and Human Performance/Physical Education.

Data – Courses Offered

Health/Safety/First Aid		
FRP-246	Wilderness IV: Backcountry CPR/First Aid/AED	4.00
FRP-255	Physical Fitness and Nutrition for First Responders	2.00
HOR-115	Horticulture Safety	1.00
HP-100	Healthcare Provider BLS/CPR, First Aid/Bloodborne Pathogens	1.00
MFG-107	Industrial Safety & First Aid	3.00

Note that some options are program-specific

HE Courses

Health (HE)

Physical Education

HPE Courses

PE Courses

- **HE-163** Body & Drugs I: Introduction to Abuse & Addiction, 3 credits, Fall/Winter/Spring/Summer
- **HE-164** Body & Drugs II: Alcohol, 3 credits, Not Offered Every Term, Prerequisites: [HE-163](#)
- **HE-201** Personal Training, 3 credits, Not Offered Every Term, Recommended Prerequisites: [PE-240](#)
- **HE-204** Nutrition & Weight Control, 3 credits, Fall/Winter/Spring
- **HE-207** Introduction to Plant Based Living, 3 credits, Not Offered Every Term
- **HE-223** Sports Nutrition, 3 credits, Fall/Winter/Spring
- **HE-249** Mental Health, 3 credits, Fall/Winter/Spring
- **HE-250** Personal Health, 3 credits, Fall/Winter/Spring/Summer
- **HE-252** First Aid/CPR/AED, 3 credits, Fall/Winter/Spring/Summer
- **HE-261** Community CPR, **1 credits**, Not Offered Every Term
- **HE-263** Body & Drugs III: Marijuana, 3 credits, Not Offered Every Term, Prerequisites: [HE-163](#)
- **HE-264** Body & Drugs IV: Other Drugs, Other Addictions, 3 credits, Not Offered Every Term, Prerequisites: [HE-163](#)

*Most options are 3 credits. 1-credit options are **highlighted**.*

Data – Courses Offered cont.

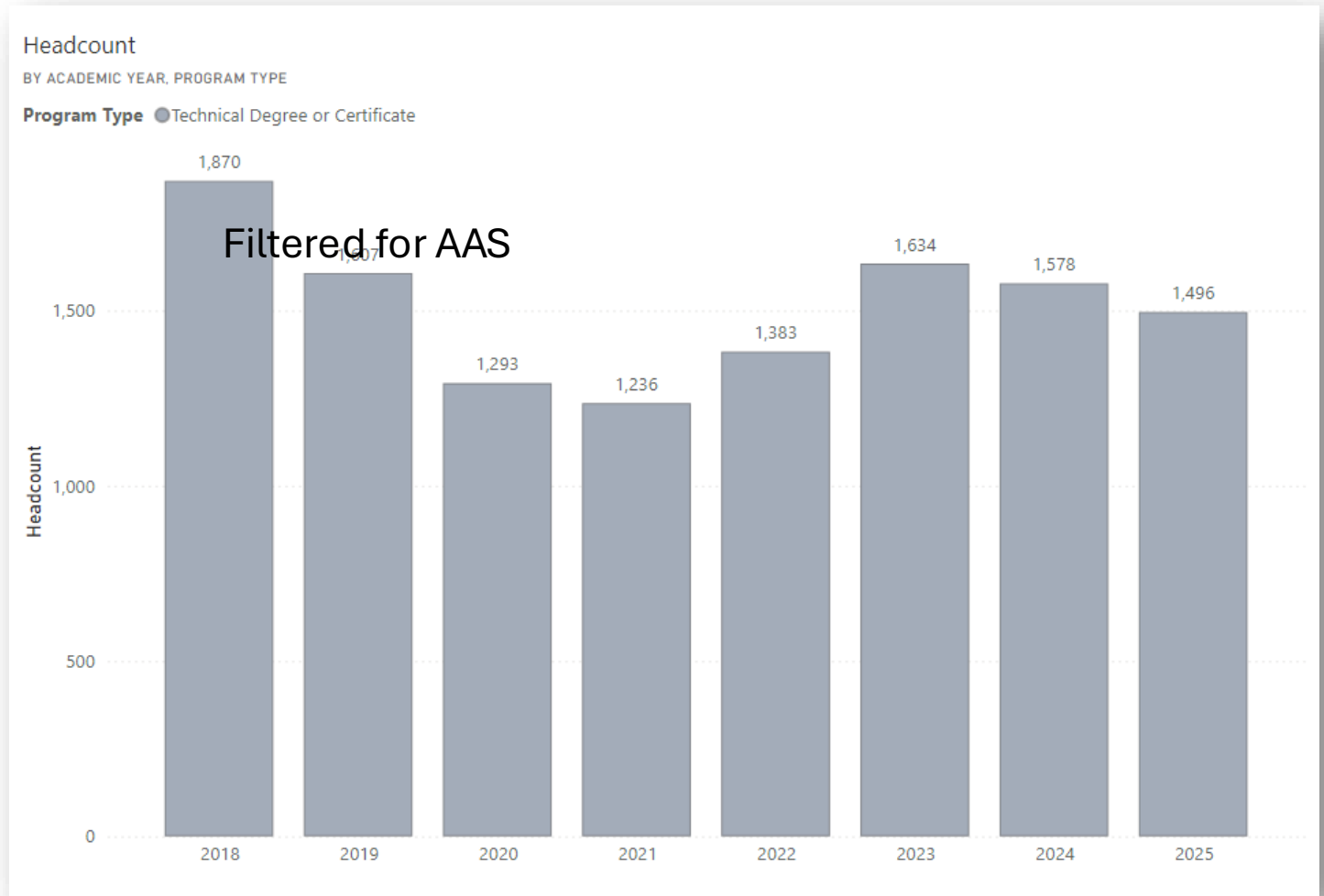
Health & Fitness (HPE)

- **HPE-295** Health & Fitness for Life, 3 credits, Fall/Winter/Spring, Recommended: A completed physical by a doctor
- **HPE-295ES** Salud y aptitud física para la vida, 3 credits, Fall/Winter/Spring, Recommended: Examen físico realizado por un médico
- **HPE-296** Health and Fitness for Criminal Justice, 3 credits, Winter

Physical Education (PE)

- **PE-185** Physical Education, 1 credits, Fall/Winter/Spring/Summer (Various activity classes – aikido, aerobic dance, ballet, basketball, conditioning, cross training, golf, karate, racquetball, rock climbing, self-defense, soccer, softball, swimming, swing dance, tai chi, tennis, volleyball, weight training, yoga, and zumba.) Recommended: Current physical examination before enrolling
- **PE-194** Professional Activities, 1 credits, Not Offered Every Term
- **PE-240** Strength & Conditioning Theory & Techniques, 3 credits, Fall/Winter/Spring
- **PE-260** Care and Prevention of Athletic Injuries, 2 credits, Winter
- **PE-270** Sport and Exercise Psychology, 3 credits, Fall/Winter/Spring
- **PE-280** Physical Education/CWE, 2-6 credits, Fall/Winter/Spring/Summer, Corequisites: [CWE-281](#)
- **PE-294** Professional Activities, 1 credits, Not Offered Every Term
- **PE-294A** Philosophy of Coaching, 2 credits, Fall/Winter/Spring

Data



2024 and 2025 saw approximately 1,500 students enrolled in a 2-year AAS program. Keep in mind that some of these students are attending part-time, and their program covers two years of curricula, which means that not all of these 1500 students are enrolled in a PE/Health/Safety/First Aid RI course in any given year.

Stakeholders

- Currently, there are 29 two-year CTE-AAS programs, ranging from Accounting to Wildland Fire Management, all within the A&S and TAPS divisions → approx. 23 Program Leads, two Division Deans
- PE/Health/Safety/First Aid faculty, who are within the AFaC division
- Students in two-year CTE-AAS programs
- Other:
 - Teaching and Learning Council
 - Assessment
 - Curriculum
 - CCC Board, if determined needed

Impacts of removing the requirement

- If a PE/Health/Safety/First Aid course was no longer required for AAS CTE programs and removed as a requirement, such a change would be insubstantial → Advisory Boards thus do not need to be consulted. Specifically:
 - Programs this could potentially affect are at least 90 credits. Removing one course (1-3 credits) would not be a 25% (NWCCU) or 30% (CCWD) change.
- Program curriculum would not be significantly affected by removing 1-3 credits – may require increasing/adding an elective by 1-3 credits →
 - Potential shift in enrollment from one department to another.
 - Faculty and departments teaching these courses would realize lower enrollment:
 - Largest impact → enrollment in PE/Health courses.
 - Safety and First Aid are relevant and required courses for some AAS programs, such as Manufacturing and Nursing, so would likely realize less impact.
- **Option to defray impact:** Keep PE/Health/Safety/First Aid as an elective choice in AAS CTE programs.

Outcomes

- **Goal:** Recommend a course of action to the Teaching and Learning Council and other stakeholders that aligns with CCC's vision, mission, and values.
- **Done:** Survey sent to stakeholders week of April 6th:
 - Would you support removing from ISP 181 the requirement for a PE/Health/Safety/First Aid course for CCC's two-year CTE AAS programs and, instead, leaving this Related Instruction course as an option, elective choice, or specific requirement for individual AAS programs where it is relevant to their curricula?
- **April 17th:** Recommendation presented to Curriculum Committee
- **TBD:** Review by Teaching and Learning Council →
 - Revision of ISP 181
 - If applicable, updates to programs choosing to drop this requirement (Program Leads)
 - Updates to Catalog and Website pages (Curriculum Office would update Catalog)

Discussion

- The PE and Health Department feels their courses are very beneficial to all students and promote valuable lifelong habits. At the same time, PE and Health realizes that requiring this type of course is not always relevant to the uniquely specialized CTE-AAS curricula and may no longer best serve some of our CTE students' academic needs and requirements.
- Survey results:
 - Response rate 42% (sent to 43, 18 responded):
 - 15 Yes (9 of 12 program leads = 75%, 1 of 2 Division Deans, 1 of 2 Teaching & Learning stakeholders)
 - 1 No
 - 2 Maybe

Discussion cont.

- Survey comments:

We have a Safety class embedded in our program that meets this RI, but otherwise I don't think it's necessary for most students. Many students have a CPR card or get one through a weekend course and get this requirement waived that way.

Safety is covered in all CTE courses, please remove this ISP 181

As we work to minimize degree credits to ensure students can complete their professional certifications as quickly as possible, including non-degree-specific courses like health/PE is a commonsense reduction. Would it be great if our students had all the time and and finances available to have them graduate with CPR certification and a love of physical fitness? Absolutely! Is it better for them to graduate on time and with less expense/student debt? Definitely.

This requirement has become a barrier to student completion. I do support leaving it as an option or an elective for those students interested in taking a course in this area. It should only be required for programs where it is related to curricula. Thanks for undertaking this important review.

I think this question is over my pay grade. I believe we should be creating better humans, not just worker bees. The requirement is relevant from that perspective. I also believe my students shouldn't be forced to take business and comm courses if they don't think they'll ever do it. So the PE/Health requirement is not relevant from that perspective. Either way, I will continue to recommend to my students to get CPR/First Aid from the Red Cross where it costs less, takes less time, and then get a waiver on that requirement. But for my industry it is required so it will stay a valid option.

As a student I would 100% agree the removal of the degree due to all the reasons explained (cost, time, availability). As a manager, I believe employees need to know how to maintain their mental and physical health. For some having a course (even if as an optional elective) that teaches them or encourages them how to stay physically active might be the only opportunity they get. The other option is showing and teaching students healthy practices or how to cope with stress and maintain a strong body as it relates each course.

This is very important information and skills that can save lives, especially in the Criminal Justice field.

Yes, this does promote health, but it is not an absolute necessity for those seeking our degrees.

Recommendation

Upon our review, our Workgroup recommends removing from ISP 181 the requirement for a PE/Health/Safety/First Aid course for CCC's two-year CTE AAS programs. We do support leaving this Related Instruction course as an option, elective choice, or specific requirement for individual AAS programs where it is relevant to their curricula.