

	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. Early Childhood Education Changes a. New Course – ECE-114 b. Early Childhood Education & Family Studies AAS Amendment b. Criminal Justice Changes a. Course Inactivations i. CJA-170 ii. CJA-211 b. New Course i. CJA-209 c. Amendments/Program Learning Outcomes i. Criminal Justice AAS ii. Criminal Justice AAS, Corrections Option c. New Programs a. Cybersecurity Operations Foundations CC b. Cybersecurity Operations Support AAS	Dawn Hendricks Tim Musgrave 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/27.SU Approval/27.SU
5. Old Business a. PE/Health/Safety First Aid Related Instruction Requirement b. Curriculum Committee Membership 26-27	Joan San-Claire Chair	Discussion Discussion
6. New Business a.		
7. Closing Comments		

Present: Keely Baca, Dustin Bare, Nora Brodnicki (Co-Chair), Armetta Burney, Debra Carino, Elizabeth Carney, Virginia Chambers, Amanda Coffey, Ephanie Debey, Ada Echevarria, Megan Feagles (Recorder), Erin Gravelle, Kari Hiatt, Kerrie Hughes, Anne Innis, Gentiana Loeffler, Keoni McHone, Kelly Mercer (Co-Chair), Deanna Myers, Misay Partnof, Charles Siegfried, AJ Smith, April Smith, Aundrea Snitker, Sarah Steidl, Dru Urbassik

Guests: Mike Farrell, Sabrina Rahn, Joel Rendon, Joan San-Claire

Absent: ASG, Craig Connors, Jordan Gulley, Danielle Hoffman, Frank Kilders, Kara Leonard, Anne-Mary Nash-Haruna, David Plotkin, Carrie Sandberg, Chris Sweet, Wryann Van Riper

1. Welcome

2. Approval of Minutes

- a. Approval of the April 3, 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. Healthcare Careers CC Amendment

- a. Virginia Chambers presented
b. Updating the Classification of Instructional Programs (CIP) code from 51.0802 Clinical/Medical Laboratory Assistant to 51.0712 Medical Reception/Receptionist. Updating to more accurately reflect the program.
c. <https://nces.ed.gov/ipeds/cipcode/default.aspx?y=55>

Motion to approve, approved

b. Accounting Changes

Joan San-Claire presented

- a. Accounting AAS Amendment
i. Adding language to specify that the math requirement cannot be waived by placement. Student must take a math course. No change to total credits.
ii. Add MTH-065 as an option to MTH-050.
b. Accounting Clerk CC Amendment
i. Adding language to specify that the math requirement cannot be waived by placement. Student must take a math course. No change to total credits.
ii. Add MTH-065 as an option to MTH-050.

Motion to approve, approved

c. IDTD Amendments

Mike Farrell presented

- i. Electronics Engineering Technology AAS
1. Adding MTH-108, MFG-103, WLD-150. Removing MTH-112Z. Increasing electives by 3 credits.
2. Total credits change from 98 to 97-98.
ii. Electronics Engineering Technology CC
1. Adding MTH-108, MFG-103, WLD-150.
2. Total credits change from 48 to 48-49
iii. Microelectronics Systems Technology AAS
1. Adding MFG-103, WLD-150, WR-121Z
2. Total credits change from 91 to 91-92

- iv. Microelectronics Systems Technology CC
 - 1. Adding MFG-103, WLD-150, WR-121Z
 - 2. Total credits change from 49 to 49-50

Motion to approve, approved

d. Project Management Amendments

Sabrina Rahn presented

- a. Project Management AAS
 - i. Moving BA-120, BA-127, BA-128, BA-264, and WR-121Z. No change to total credits.
 - ii. There were suggestions about reducing the number of elective credits. WR-227Z could be moved to winter term to balance the credits per term. Sabrina will bring these suggestions back to the Advisory Committee.
- b. Project Management Tools & Techniques CPCC
 - i. Moving BA-125, BA-128, and BA-264. No change to total credits.
- c. Project Management CC
 - i. Moving BA-125, BA-128, and BA-264. No change to total credits.

Motion to approve, approved

e. Cybersecurity

Joel Rendon presented

- a. New Courses
 - i. CS-122
 - 1. Introductory course in practical cybersecurity concepts and career pathways.
 - ii. CS-123
 - 1. New Course for new program focusing on scripting for security operators
 - iii. CS-132
 - 1. New program course to give students a foundation for further study, for entry-level security roles and alignment with foundational industry certifications.
 - iv. CS-172
 - 1. New course part of a new upcoming program.
 - v. CS-173
 - 1. New proposed course for new program.
 - vi. CS-192
 - 1. New course being proposed as part of a new program.
 - vii. CS-212
 - 1. New course being proposed as part of new program.
 - viii. CS-222
 - 1. New course for new Cybersecurity degree program.
 - ix. CS-232
 - 1. New course as part of a new degree program.
 - x. CS-242
 - 1. New course as part of new degree program.
 - 2. It was suggested that some of the course descriptions are much longer than a typical course description. In the future these could be pared down.

Motion to approve, approved

b. New Programs

- i. Cybersecurity Operations Foundations CC
 - 1. 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.
 - 2. 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.
 - 3. Financial Aid Eligibility needs to be updated.
 - 4. Effective 27-28 pending additional external approvals.
- ii. Cybersecurity Operations Support AAS
 - 1. 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.

2. Financial Aid Eligibility needs to be updated.
3. Updated PE/Health requirement to be only 1 credit.
4. Advising has offered to meet with Joel to potentially balance the credit load and/or reduce credits.
5. There were several prerequisites not explicitly included in the program which students need to take to get into required courses.
6. Effective 27-28 pending additional external approvals.

No vote, not approved

5. Old Business

- a. General Education Certification for Common Course Numbering (CCN) Courses
 - i. Aundrea Snitker presented
 - ii. The General Education Sub-Committee recommends that Common Course Numbering courses marked as Gen Ed go through the General Education approval process.
 - iii. Specifically, the group thinks that this will help us support faculty as they teach a general ed course for the first time, support assessment and accreditation efforts, and align all gen ed processes.
- b. PE/Health/Safety First Aid Related Instruction Requirement
 - i. Ran out of time. Bring back at next meeting.
 - ii. Joan San-Claire presented
 - iii. Continuing discussion from the 1/16/26 meeting. Is there interest in reviewing the PE/Health/Safety Related Instruction requirement for AAS degrees? ISP 181.
 - iv. The group recommends updating ISP 181 to remove the PE/Health/Safety/First Aid requirement for two-year CTE programs. They suggested that those courses could be listed as elective options.

6. New Business

- a.

7. Closing Comments

-Meeting Adjourned-

Next Meeting: May 1, 2026 (8-9:30am)

1. Course Title Change

Course	Current Title	Proposed Title
CJA-210	Criminal Investigation I	Criminal Investigations

2. Course Number Change

Course	Title	Proposed Course Number

3. Outlines Reviewed for Approval

Course	Title	Implementation
AB-112	Collision Repair Welding I	2026/SU
AB-123	Collision Repair Welding II	2026/SU
AB-235	Collision Repair Welding III	2026/SU
AM-130	Brake Systems	2026/SU
AM-131	Suspension Systems	2026/SU
AM-133	Engine Systems	2026/SU
AM-142	Engine Performance I	2026/SU
APR-240ECE	Environments and Curriculum Planning	2026/SU
CJA-200	Community Policing	2026/SU
CJA-210	Criminal Investigations	2026/SU
CJA-214	Intimate Partner Violence	2026/SU
CJA-215	Sexual Abuse and Human Trafficking	2026/SU
CJA-270	Criminal Justice Capstone	2026/SU
CJA-280	Criminal Justice/Corrections/CWE	2026/SU
CJA-281	Criminal Justice/Corrections/CWE	2026/SU
ECE-114ES	Matemáticas y ciencias para niños pequeños	2026/SU
ECE-240	Environments and Curriculum Planning	2026/SU
ECE-240ES	Ambientes y Planificación Curricular	2026/SU
ECE-291	Practicum II	2026/SU
ECE-291ES	Practicum II	2026/SU
ENG-121	Mystery Fiction	2026/SU
ENG-201	Shakespeare	2026/SU
ENG-202	Shakespeare	2026/SU
ENG-295	Revolutionary Film	2026/SU
ENG-296	Adaptation: Literature Into Film	2026/SU
MTH-244	Statistics II	2026/SU
SOC-210	Marriage, Family, & Intimate Relations	2026/SU
WR-127	Scholarship Essay Writing	2026/SU

Course Change Request

Date Submitted: 04/21/26 1:37 pm

Viewing: **AB-112 : Collision Repair Welding I**

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

Last edit: 04/21/26 1:37 pm

Changes proposed by: John Phelps (johnp)

Catalog Pages

referencing this
course

[Auto Body/Collision Repair and Refinishing Technology, Career Pathway Certificate](#)

[Auto Body/Collision Refinishing \(ABR\)](#)

[Auto Body/Collision Repair \(AB\)](#)

[Auto Body/Collision Repair and Refinishing Technology, AAS](#)

Programs

referencing this
course

[CC.ABCOLRRTECH: Auto Body/Collision Repair and Refinishing Technology](#)

[AAS.ABCOLRRTECH: Auto Body/Collision Repair and Refinishing Technology](#)

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. 04/21/26 1:38 pm
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 04/22/26 3:49 pm
Erin Gravelle (erin.gravelle):
Approved for DTPS Curriculum Committee Outline Review Team

History

1. Sep 16, 2023 by
Megan Feagles (megan.feagles)
2. Oct 18, 2025 by
Melissa Harris (melissa.harris)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix AB - Auto Body/Collision Repair

Course Number 112

Department Automotive and Welding Department

Division Technology, Applied Science and Public Services (TAPS)

Course Title Collision Repair Welding I

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

Lec/Lab 48.00

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 48

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 class focuses on auto collision damage repair. Emphasis is on Metal Inert Gas (MIG), Gas Metal Arc Welding (GMAW), welding on light gauge metals, and oxygen-acetylene cutting.

Type of Course (ACTI Code)

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

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in

Print in Schedule

Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall/Winter/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	safely use all cutting and welding equipment covered in the course;
2	<u>successfully weld on light gauge metals;</u> successfully weld 18 and 20 gauge steel;
3	weld in all positions (flat, horizontal, vertical and overhead) using the GMAW process;
4	determine if the welds are fit for service in a modern automobile.

Major Topic Outline

- Equipment set-up and safety information. a. GMAW (Gas Metal Arc Welding) process. b. OAC (Oxygen-Acetylene Cutting) process. 2. Correct set-up of GMAW equipment in preparation of welding. 3. Demonstrations of correct GMAW procedures for LAHS (Low-alloy, High Strength Steel). Welds are to be performed in all positions (flat, horizontal, vertical and overhead) on light gauge material. a. material (approx. 16 – 22 gauge). ~~a.~~ Butt welds with and without backing b. Lap welds. c. Plug welds. d. Special application: hole-fill, patch, fit-up, sleeve inserts.
- ~~Demonstration of correct OAW procedures for welding and brazing. Welds are to be performed in the Flat position. a. Butt welds. b. Lap welds.~~
- Demonstration of correct OAC

procedures on mild steel materials. a. Setting up of OAC equipment. b. Piercing of metal to produce holes

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: 04/21/26 1:40 pm

Viewing: **AB-123 : Collision Repair Welding II**

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

Last edit: 04/21/26 1:40 pm

Changes proposed by: John Phelps (johnp)

Catalog Pages
referencing this
course

[Auto Body/Collision Repair and Refinishing Technology, Career
Pathway Certificate](#)

[Auto Body/Collision Repair \(AB\)](#)

[Auto Body/Collision Repair and Refinishing Technology, AAS](#)

Programs
referencing this
course

[CC.ABCOLRRTECH: Auto Body/Collision Repair and Refinishing
Technology](#)

[AAS.ABCOLRRTECH: Auto Body/Collision Repair and Refinishing
Technology](#)

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. 04/21/26 1:41 pm
Megan Feagles
(megan.feagles):
Approved for
Curriculum Office
2. 04/22/26 3:50 pm
Erin Gravelle
(erin.gravelle):
Approved for DTPS
Curriculum
Committee Outline
Review Team

History

1. Sep 16, 2023 by
Megan Feagles
(megan.feagles)
2. Mar 29, 2024 by
Megan Feagles
(megan.feagles)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix AB - Auto Body/Collision Repair

Course Number 123

Department Automotive and Welding Department

Division Technology, Applied Science and Public Services (TAPS)

Course Title Collision Repair Welding II

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

Lec/Lab 48.00

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 48

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

Training in light gauge metal repair: Gas Metal Arc Welding (GMAW), Plasma Arc Cutting (PAC), Squeeze Type Resistance Spot Welding (ST-RSW), and other advanced welding techniques specific to collision damage repair.

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

AB-112

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in

Print in Schedule

Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall/Winter/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	complete sound welds in all positions using the GMAW process on <u>light 16-22</u> gauge <u>metals; mild steel;</u>
2	complete sound welds on auto body gage mild steel;
3	safely setup and use GMAW and PAC equipment.

Major Topic Outline

1. Equipment set-up and safety information. a. GMAW (Gas Metal Arc Welding) process. b. plasma arc cutting. 2. Correct set – up of GMAW equipment, in preparation of welding. 3. Demonstrations of correct GMAW procedures for welding on light gauge material (16 – 22 gauge) in all positions (flat, horizontal, vertical and overhead). a. Butt welds with and without backing. b. Lap welds. c. Plug welds. d. special application: hole – fill, patch, fit-up, sleeve inserts. 4. Demonstration of correct plasma arc cutting procedures on mild steel and aluminum. 5. ~~Cover the contents of I-CAR enhanced CD training program.~~ 6. Squeeze type resistance spot

welding (S-TRSW). 6. ~~7.~~ Cover how to correctly make the repairs required for the I-CAR Frame Rail test (SPS-O5).

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: 04/21/26 1:42 pm

Viewing: **AB-235 : Collision Repair Welding III**

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

Last edit: 04/21/26 1:42 pm

Changes proposed by: John Phelps (johnp)

Catalog Pages
referencing this
course

[Auto Body/Collision Repair \(AB\)](#)

[Auto Body/Collision Repair and Refinishing Technology, AAS](#)

Programs
referencing this
course

[AAS.ABCOLRRTECH: Auto Body/Collision Repair and Refinishing
Technology](#)

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. 04/21/26 1:43 pm
Megan Feagles
(megan.feagles):
Approved for
Curriculum Office
2. 04/22/26 3:51 pm
Erin Gravelle
(erin.gravelle):
Approved for DTPS
Curriculum
Committee Outline
Review Team

History

1. Sep 16, 2023 by
Megan Feagles
(megan.feagles)
2. Mar 29, 2024 by
Megan Feagles
(megan.feagles)
3. Mar 22, 2025 by
John Phelps (johnp)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix AB - Auto Body/Collision Repair

Course Number 235

Department Automotive and Welding Department

Division Technology, Applied Science and Public Services (TAPS)

Course Title Collision Repair Welding III

Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit Yes

Min Credit 2.00

Variable Credit No

Contact hours

Lecture

Lec/Lab 48.00

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 48

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

Aluminum welding for collision damage repair. Gas Metal Arc Welding (GMAW) and Gas Metal Arc Welding (GMAW) on silicon bronze are learned, along with related welding techniques and equipment/safety procedures.

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

AB-123

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in
Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall/Winter/Spring

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	safely set up and operate GMAW welding equipment for welding on steel and aluminum;
2	make practice repairs on automotive body and frame type materials that are sound and serviceable;
3	make practice repairs on automotive body and frame type materials that are sound and serviceable;
<u>3</u> 4	perform GMAW welds using silicon bronze on <u>light gauge metals.</u> auto body gage mild-steel.

Major Topic Outline

1. Equipment set-up and safety information for GMAW (Gas Metal Arc Welding) process on aluminum.
2. Correct set-up of GMAW equipment, in preparation of welding.
3. Demonstrations of correct GMAW procedures for welding on light gauge aluminum material (1 mm – 2.5 mm) in all positions (flat, horizontal, vertical and overhead).
 - a. Butt welds with and without backing, b. Lap welds, c. Plug welds.
4. Cover the contents of I-CAR training program.
5. Equipment set-up and safety information for GMAW (Gas Metal Arc Welding) process using silicon bronze.

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-130 : Brake Systems**

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. 04/13/26 1:46 pm
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 130

Department Automotive and Welding Department

Division Technology, Applied Science and Public Services (TAPS)

Course Title Brake Systems

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

In this theory and lab course students will learn about the construction and operation of basic hydraulics, brake fluids, friction materials, seals, disc and drum brakes, hydraulic and vacuum brake boosters systems. Students will also learn to service and repair automotive brake 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-129](#)

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in

Print in Schedule

Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	demonstrate the fundamentals of brake service;
2	service and repair brake hydraulic systems;
3	service and repair drum brake systems;
4	service and repair disc brake systems;
5	service and repair park brake systems;
6	service and repair power brake systems;
7	diagnose brake systems.

Major Topic Outline

1. fundamentals of brake service and repair. 2. brake hydraulic system service and repair. 3. drum brake system service and repair. 4. disc brake system service and repair. 5. park brake system service and repair. 6. power brake system service and repair. 7. brake system diagnosis

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: 04/01/26 12:03 pm

Viewing: **AM-131 : Suspension Systems**

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

Last edit: 04/01/26 12:03 pm

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. 04/01/26 12:06 pm
Megan Feagles
(megan.feagles):
Approved for
Curriculum Office
2. 04/13/26 1:46 pm
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 131

Department Automotive and Welding Department

Division Technology, Applied Science and Public Services (TAPS)

Course Title Suspension Systems

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

In this theory and lab course, students will learn the design, construction, service, and repair of front and rear suspension systems, wheels and tires, steering systems, and alignments.

Students will service and repair these systems in the hands-on lab.

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

AM-101 with a C or better ~~MTH-020 or placement in MTH-050, and placement in WRD-090~~

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

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

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?

No

Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	demonstrate the fundamentals of service and repair of chassis systems;
2	service and repair wheel and tire assemblies;
3	service and repair front and rear-wheel steering systems;
4	service and repair front and rear suspension systems;
5	align front and rear suspension and steering systems;
6	install aftermarket alignment kits;
7	describe the operation and repair of four-wheel steering systems.

Major Topic Outline

1. fundamentals of chassis systems. 2. service and repair of front and rear suspension systems. 3. service and repair of front and rear steering systems. 4. service and repair of wheel and tire systems. 5. alignment of front and rear suspension and steering systems. 6. installation of aftermarket alignment kits.

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: 04/01/26 12:03 pm

Viewing: **AM-133 : Engine Systems**

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

Last edit: 04/01/26 12:03 pm

Changes proposed by: Melissa Harris (melissa.harris)

Catalog Pages
referencing this
course

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

[Automotive Service Technology, AAS](#)

Programs
referencing this
course

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

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. 04/01/26 12:06 pm
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 04/13/26 1:46 pm
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 133

Department Automotive and Welding Department

Division Technology, Applied Science and Public Services (TAPS)

Course Title Engine Systems

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 engines. Includes general engine diagnosis; cylinder head and valve train diagnosis and repair; engine block assembly diagnosis and repair; and lubrication and cooling systems diagnosis and repair.

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

[AM-101 with a C or better](#) ~~MTH-020 or placement in MTH-050, and placement in WRD-090~~

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

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

Corequisites

[AM-131](#)

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in

Print in Schedule

Schedule

Hide course in catalog

No

When do you plan to offer this course?

Winter

Will this class use library resources?

No

Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	demonstrate general engine diagnosis including engine removal and re-installation (R&R);
2	demonstrate cylinder head and valve train diagnosis and repair;
3	demonstrate engine block assembly diagnosis and repair;
4	demonstrate lubrication and cooling systems diagnosis and repair.

Major Topic Outline

1. Fasteners and thread repair 2. Gasoline engine operation, parts, and specifications 2. Engine removal and disassembly 4. Engine cleaning and crack detection 5. Cylinder head and valve guide service 6. Camshafts and valve trains 7. Pistons, rings, and connecting rods 8. Engine blocks 9. Crankshafts, balance shafts and bearings 10. Gaskets and sealants 11. Engine

assembly and dynamometer testing 12. Cooling system operation and diagnosis 13. Lubrication system operation and diagnosis 14. Engine installation and break-in

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: 04/01/26 12:04 pm

Viewing: **AM-142 : Engine Performance I**

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

Last edit: 04/01/26 12:04 pm

Changes proposed by: Melissa Harris (melissa.harris)

Catalog Pages
referencing this
course

[Automotive Service Technology \(AM\)](#)
[Automotive Service Technology, AAS](#)

Programs
referencing this
course

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

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. 04/01/26 12:08 pm
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 04/15/26 9:40 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 142

Department Automotive and Welding Department

Division Technology, Applied Science and Public Services (TAPS)

Course Title Engine Performance 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 fuel delivery and emission systems. Includes general engine diagnosis; fuel, air induction, and exhaust systems diagnosis and repair; emission control systems diagnosis and repair. Introduction to the diagnostic process, scan tools, and oscilloscopes.

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

[AM-101 with a C or better](#) ~~MTH-020 or placement in MTH-050, and placement in WRD-090~~

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

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

Corequisites

[AM-135](#)

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in

Print in Schedule

Schedule

Hide course in catalog

No

When do you plan to offer this course?

Spring

Will this class use library resources?

No

Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	demonstrate general engine diagnosis;
2	diagnose and repair fuel, air induction, and exhaust systems;
3	diagnose and repair emissions control systems;
4	describe the diagnostic process;
5	use scan tools and oscilloscopes to aid in diagnosis.

Major Topic Outline

1. Oscilloscopes 2. Scan Tools and Engine Performance Diagnosis 3. Gasoline 4. Fuel Pumps, Lines, and Filters 5. Fuel-Injection Components and Operation 6. Gasoline Direct-Injection Systems 7. Vehicle Emissions Standards, and Testing 8. Positive Crankcase Ventilation and Secondary Air-Injection Systems 9. Catalytic Converters

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: 03/21/26 4:31 pm

Viewing: **CJA-200 : Community Policing**

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

Last edit: 03/23/26 6:50 am

Changes proposed by: Laurette Scott (laurette)

Catalog Pages
referencing this
course

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

[Criminal Justice, AAS](#)

Programs
referencing this
course

[AAS.CRIMJUSTICE: Criminal Justice](#)

Credits/Hours/Instructional Method Change

In Workflow

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

Approval Path

1. 03/31/26 1:15 pm
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 04/15/26 9:40 am
Erin Gravelle (erin.gravelle):
Approved for DTPS Curriculum Committee Outline Review Team

History

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

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix CJA - Criminal Justice

Course Number 200

Department Education, Human Services and Criminal Justice

Division Technology, Applied Science and Public Services (TAPS)

Course Title Community Policing

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

Examines interrelationships and role expectations of agencies and public policy. Explores racial and community tension, bias-based policing, community policing, police misconduct, evidence-based policing and best practices in law enforcement.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Elective Only

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

CJA-110 with a C or better

Corequisites

Prerequisites or Corequisites

Recommended

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 Spring

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

Social Sciences

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	discuss the pillars of 21st century policing;
2	describe concepts associated with community policing;
3	describe problem-oriented policing and associated strategies;
4	discuss the importance of police/community relations and the impact of police misconduct on community trust;
5	investigate the role of the media and the impact of news on community perception.

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.

C

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

C

Demonstrate appropriate reasoning in response to complex issues.

C

SP: Speech/Oral Communication Outcomes

Engage in ethical communication processes that accomplish goals.

C

Respond to the needs of diverse audiences and contexts.

C

Build and manage relationships.

C

SS: Social Science Outcomes

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

C

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

C

Outcome Assessment Strategies

Outcomes Assessment Strategies

Criteria

General Examination

Multiple Choice Test

Writing Assignments

Major Topic Outline

1. Community policing. 2. Police misconduct, accountability and transparency. 3. Best practices in community policing. 4. Police roles and discretion. 5. Explicit and implicit bias and policing. 6. Case studies of community policing efforts. 7. Pillars of 21st century policing.

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)

Lower division elective/transfer ~~PSU/SOU: Lower division elective/transfer; WOU: CJ 331~~

How does it transfer?

general elective
required or support for major

Evidence of transferability

OUS school to which the course will transfer

SOU ~~OSU~~ - Southern Oregon ~~State~~ University

Comparable
course(s)

Lower division elective/transfer

How does it transfer?

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Website

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable
course(s)

CJ 331

How does it transfer?

Evidence of transferability

Please attach documentation

[2023 2024 AAOT Oregon CC into BS in CCJ at PSU Transfer Guide.pdf](#)

[All OSU CJA Course Equivalencies for Clackamas Community](#)

[College.docx](#)

Reviewer Comments

Key: 421

[Preview Bridge](#)

Course Change Request

Date Submitted: 03/31/26 12:56 pm

Viewing: **CJA-210 : Criminal Investigations**

Criminal Investigation

Last approved: 01/17/26 5:29 am

Last edit: 03/31/26 12:56 pm

Changes proposed by: Laurette Scott (laurette)

Catalog Pages
referencing this
course

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

[Criminal Justice, AAS](#)

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

Programs
referencing this
course

[AAS.CRIMJUSTICE: Criminal Justice](#)

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

Credits/Hours/Instructional Method Change

In Workflow

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

Approval Path

1. 03/30/26 12:59 pm
Megan Feagles (megan.feagles):
Rollback to Initiator
2. 03/31/26 1:15 pm
Megan Feagles (megan.feagles):
Approved for Curriculum Office
3. 04/20/26 2:54 pm
Erin Gravelle (erin.gravelle):
Approved for DTPS Curriculum Committee Outline Review Team

History

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

(yvonne)

3. Jan 17, 2026 by Tim

Musgrave

(tim.musgrave)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix CJA - Criminal Justice

Course Number 210

Department Education, Human Services and Criminal Justice

Division Technology, Applied Science and Public Services (TAPS)

Course Title Criminal Investigations ~~Criminal Investigation I~~

Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit Yes

Min Credit 3.00

Variable Credit No

Contact hours

Lecture 33.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 33

Proposed Effective 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

Analyzes the theories and functional principles of criminal investigations within a standardized investigative framework. Students will apply techniques for crime scene management, evidence identification, and investigative interviewing while examining the legal requirements for case preparation and courtroom testimony. The course requires students to differentiate between various crime elements and burdens of proof, culminating in the synthesis of investigative data into comprehensive, professional reports. ~~Introduces the history, theory and principles of criminal investigation in the criminal justice system. Describes crime scene investigation and courtroom aspects of crime scenes including interviews, evidence, follow-up, case preparation, and investigative techniques.~~

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Elective Only

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

CJA-122 ~~CJA-110~~ with a C or better

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

WR-1217 ~~CJA-122~~

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule
Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall/Winter Fall

Will this class use library resources?

No 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)

Social Sciences

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	<u>execute the sequential stages of a criminal investigation, from the initial response and scene preservation through final case disposition;</u> examine the basic

	Upon successful completion of this course, students should be able to:
	investigative processes and the sequential order in which they should be employed;
2	<u>correlate gathered physical evidence and witness testimony to the specific statutory elements required to prove a criminal charge in a court of law;</u> analyze laws of evidence;
3	<u>appraise the admissibility of evidence by applying the Oregon Rules of Evidence and relevant constitutional protections;</u> explain the various aspects of crime scene documentation;
4	<u>produce professional-grade crime scene documentation;</u> interpret the importance of accurate and proper recording and reporting techniques as they relate to the criminal investigation process.
<u>5</u>	<u>synthesize complex investigative findings into comprehensive, legally sufficient reports that meet the standards for prosecutorial review and judicial proceedings.</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.

C

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

C

Demonstrate appropriate reasoning in response to complex issues.

C

SP: Speech/Oral Communication Outcomes

Engage in ethical communication processes that accomplish goals.

C

Respond to the needs of diverse audiences and contexts.

C

Build and manage relationships.

S

SS: Social Science Outcomes

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

P

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

P

Outcome Assessment Strategies

Outcomes Assessment Strategies

General Examination

Multiple Choice Test

Oral Examination

Performances/Simulation

Presentations

Thesis/Research Project

Writing Assignments

Major Topic Outline

- Introduction to investigations
- Investigative mindset
- The investigative process
- Legal elements of a criminal case
- Evidentiary rules and laws
- Documentation: evidence, photographs/video, and reports
- Mock trial – putting it all together 1. Introduction to investigations. 2. Crime scene photography. 3. Crime scene diagramming. 4. Search and seizure. 5. Interviewing victims; witnesses and suspects.

Green Course Management

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)

~~SOU CJ261, WOU/PSU lower division transfer/elective~~

How does it transfer?

~~general elective~~

~~required or support for major~~

Evidence of transferability

OUS school to which the course will transfer

~~OSU -- Oregon State University~~

Comparable

course(s)

How does it transfer?

~~general elective~~

Evidence of transferability

~~Other. Please explain.~~

Explanation of other evidence of transferability

~~Website~~

OUS school to which the course will transfer

[PSU - Portland State University](#)

Comparable

course(s)

[CCJ230 Criminal Investigation](#)

How does it transfer?

[required or support for major](#)

Evidence of transferability

[Other. Please explain.](#)

Explanation of other evidence of transferability

[Internet search of PSU's courses](#)

OUS school to which the course will transfer

[SOU - Southern Oregon University](#)

Comparable

course(s)

[CJ 210 Criminal Investigation](#)

How does it transfer?

[required or support for major](#)

Evidence of transferability

[Other. Please explain.](#)

Explanation of other evidence of transferability

[Internet search of SOU's courses](#)

Please attach documentation

[2023 2024 AAOT Oregon CC into BS in CCJ at PSU Transfer Guide.pdf](#)

[All OSU CJA Course Equivalencies for Clackamas Community](#)

[College.docx](#)

Reviewer Comments

Megan Feagles (megan.feagles) (03/30/26 12:59 pm): Rollback: adjust offering term to match Criminal Justice AAS and Corrections AAS

Key: 425

[Preview Bridge](#)

Course Change Request

Date Submitted: 03/18/26 11:25 am

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

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

Last edit: 03/18/26 11:25 am

Changes proposed by: Laurette Scott (laurette)

Catalog Pages
referencing this
course

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

[Criminal Justice, AAS](#)

[Human Services Generalist, AAS](#)

Programs
referencing this
course

[AAS.CRIMJUSTICE: Criminal Justice](#)

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

Credits/Hours/Instructional Method Change

In Workflow

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

Approval Path

1. 03/31/26 1:15 pm
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 04/06/26 11:46 am
Virginia Chambers (virginia.chambers):
Approved for DTSP Curriculum Committee Outline Review Team
3. 04/06/26 12:09 pm
Megan Feagles (megan.feagles):
Approved for Curriculum Office
4. 04/08/26 12:16 pm
Megan Feagles (megan.feagles):
Rollback to Curriculum Office for Curriculum

Committee
Approval

History

1. Nov 7, 2023 by
Megan Feagles
(megan.feagles)
2. Feb 7, 2026 by Tim
Musgrave
(tim.musgrave)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix CJA - Criminal Justice

Course Number 214

Department Education, Human Services and Criminal
Justice

Division Technology, Applied Science and Public
Services (TAPS)

Course Title Intimate Partner Violence

Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit No

Min Credit 3.00

Variable Credit No

Contact hours

Lecture 33.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 33

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

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Discipline Studies

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

HS-100

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in 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)

Social Sciences

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

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

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

AAOT/ASOT General Education Outcomes Course Outline Mapping Chart

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

WR: Writing Outcomes

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

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

Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

Engage in ethical communication processes that accomplish goals.

Respond to the needs of diverse audiences and contexts.

Build and manage relationships.

SS: Social Science Outcomes

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

P

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

Outcome Assessment Strategies

Outcomes Assessment Strategies

Major Topic Outline

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

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

Course Transferability

OUS school to which the course will transfer

PSU - Portland State University

Comparable
course(s)

Applies as part of credit allowance for CCJ electives.

How does it transfer?

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Internet course check

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable
course(s)

Applies toward professional or technical credits

How does it transfer?

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Internet

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable
course(s)

Applies for Criminal Justice major or general elective.

How does it transfer?

general elective
required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Internet

Please attach documentation

Reviewer Comments

Course Change Request

Date Submitted: 03/21/26 4:33 pm

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

Last approved: 01/17/26 5:29 am

Last edit: 03/21/26 4:33 pm

Changes proposed by: Laurette Scott (laurette)

Catalog Pages
referencing this
course

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

[Criminal Justice, AAS](#)

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

[Human Services Generalist, AAS](#)

Programs
referencing this
course

[AAS.CRIMJUSTICE: Criminal Justice](#)

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

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

Credits/Hours/Instructional Method Change

In Workflow

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

Approval Path

1. 03/31/26 1:15 pm
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 04/06/26 11:43 am
Virginia Chambers (virginia.chambers):
Approved for DTPS Curriculum Committee Outline Review Team
3. 04/06/26 12:12 pm
Megan Feagles (megan.feagles):
Approved for Curriculum Office
4. 04/08/26 12:17 pm
Megan Feagles (megan.feagles):
Rollback to Curriculum Office for Curriculum

Committee
Approval

History

1. Nov 7, 2023 by
Megan Feagles
(megan.feagles)
2. Jan 17, 2026 by Tim
Musgrave
(tim.musgrave)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix CJA - Criminal Justice

Course Number 215

Department Education, Human Services and Criminal
Justice

Division Technology, Applied Science and Public
Services (TAPS)

Course Title Sexual Abuse and Human Trafficking

Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit No

Min Credit 3.00

Variable Credit No

Contact hours

Lecture 33.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 33

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

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Elective Only

Is this class challengeable?

Yes

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?

Winter Fall/Spring

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

Social Sciences

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

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

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

AAOT/ASOT General Education Outcomes Course Outline Mapping Chart

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

WR: Writing Outcomes

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

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

Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

Engage in ethical communication processes that accomplish goals.

Respond to the needs of diverse audiences and contexts.

Build and manage relationships.

SS: Social Science Outcomes

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

P

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

Outcome Assessment Strategies

Outcomes Assessment Strategies

Major Topic Outline

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

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

Course Transferability

OUS school to which the course will transfer

PSU - Portland State University

Comparable
course(s)

How does it transfer?

general elective

Evidence of transferability

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

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable
course(s)

How does it transfer?

general elective

Evidence of transferability

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

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable
course(s)

How does it transfer?

general elective

Evidence of transferability

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

Please attach documentation

Reviewer Comments

Key: 430

[Preview Bridge](#)

Course Change Request

Date Submitted: 03/10/26 11:18 am

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

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

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

Changes proposed by: Tim Musgrave (tim.musgrave)

Catalog Pages
referencing this
course

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

[Criminal Justice, AAS](#)

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

Programs
referencing this
course

[AAS.CRIMJUSTICE: Criminal Justice](#)

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

Credits/Hours/Instructional Method Change

In Workflow

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

Approval Path

1. 03/31/26 1:15 pm
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 04/06/26 11:39 am
Virginia Chambers (virginia.chambers):
Approved for DTSP Curriculum Committee Outline Review Team
3. 04/06/26 12:13 pm
Megan Feagles (megan.feagles):
Approved for Curriculum Office
4. 04/08/26 12:17 pm
Megan Feagles (megan.feagles):
Rollback to Curriculum Office for Curriculum

Committee
Approval

History

1. Nov 7, 2023 by
Megan Feagles
(megan.feagles)
2. Feb 7, 2026 by Tim
Musgrave
(tim.musgrave)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix CJA - Criminal Justice

Course Number 270

Department Education, Human Services and Criminal
Justice

Division Technology, Applied Science and Public
Services (TAPS)

Course Title Criminal Justice Capstone

Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit No

Min Credit 3.00

Variable Credit No

Contact hours

Lecture 33.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 33

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

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Foundational Requirement

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

[CJA-122](#) [CJA-170](#)

Corequisites

Prerequisites or Corequisites

[CJA-210](#)

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Spring

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

Social Sciences

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

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

AAOT/ASOT General Education Outcomes Course Outline Mapping Chart

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

WR: Writing Outcomes

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

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

Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

Engage in ethical communication processes that accomplish goals.

Respond to the needs of diverse audiences and contexts.

Build and manage relationships.

SS: Social Science Outcomes

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

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

Outcome Assessment Strategies

Outcomes Assessment Strategies

Major Topic Outline

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

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

Course Transferability

OUS school to which the course will transfer

PSU - Portland State University

Comparable

course(s)

Capstone courses

How does it transfer?

required or support for major

Evidence of transferability

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable

course(s)

Capstone courses

How does it transfer?

required or support for major

Evidence of transferability

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable

course(s)

Capstone courses

How does it transfer?

required or support for major

Evidence of transferability

Please attach documentation

Reviewer Comments

Key: 437

[Preview Bridge](#)

Course Change Request

Date Submitted: 03/18/26 11:50 am

Viewing: **CJA-280 : Criminal Justice/Corrections/CWE**

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

Last edit: 03/18/26 11:50 am

Changes proposed by: Laurette Scott (laurette)

Catalog Pages
referencing this
course

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

[Criminal Justice, AAS](#)

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

[Juvenile Corrections, Certificate](#)

Programs
referencing this
course

[CC.CORRECTIONSJUV: Juvenile Corrections](#)

[AAS.CRIMJUSTICE: Criminal Justice](#)

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

Credits/Hours/Instructional Method Change

In Workflow

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

Approval Path

1. 11/03/25 7:12 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 12/10/25 11:29 am
Erin Gravelle (erin.gravelle):
Rollback to Initiator
3. 02/24/26 10:33 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
4. 03/10/26 12:29 pm
Megan Feagles (megan.feagles):
Rollback to Initiator
5. 03/20/26 9:12 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office

6. 04/06/26 11:33 am
Virginia Chambers
(virginia.chambers):
Approved for DTSP
Curriculum
Committee Outline
Review Team
7. 04/06/26 12:14 pm
Megan Feagles
(megan.feagles):
Approved for
Curriculum Office
8. 04/08/26 12:17 pm
Megan Feagles
(megan.feagles):
Rollback to
Curriculum Office
for Curriculum
Committee
Approval

History

1. Jun 9, 2023 by
Megan Feagles
(megan.feagles)
2. Feb 21, 2024 by
Megan Feagles
(megan.feagles)
3. Mar 22, 2024 by
Megan Feagles
(megan.feagles)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix

CJA - Criminal Justice

Course Number	280
Department	Education, Human Services and Criminal Justice
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	Criminal Justice/Corrections/CWE

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course
Allow Pass/No Pass	Yes
Only Pass/No Pass	No
Audit	Yes
Min Credit	2.00
Variable Credit	Yes
Max Credit	6.00
Variable Credit Increment	1

Contact hours

Lecture	
Lec/Lab	
Lab	
Activity	
Clinical	
Field	216.00
CWE Seminar	
CPR	
Seminar	

Community
Education/Drivers
Ed

Community
Education/Adult

Total 216

Proposed Effective 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

Cooperative work experience. Supervised experience in criminal justice, corrections, juvenile corrections, or related occupations. May be repeated for up to 6 credits. 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?

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? 6

Course Requisites

Required

Prerequisites

~~CJA-170~~

Corequisites

CWE-281

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

Yes

Show course in

Print in Schedule

Schedule

Hide course in catalog

No

When do you plan to offer this course?

Summer/Fall/Winter/Spring

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

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

Major Topic Outline

1. How to develop an agreed upon work plan.
2. Creating goals and objectives to be achieved.
3. Execution of good work ethics: showing up for work on time, proper work attire, task

performance to satisfactory levels, getting along well with supervisors and co-workers. 4. Final performance assessment.

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)

~~PSU, SOU and WOU~~ Lower Division Transfer/elective

How does it transfer?

general elective

required or support for major

Evidence of transferability

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable

course(s)

~~PSU, SOU and WOU~~: Lower Division Transfer/elective

How does it transfer?

general elective

required or support for major

Evidence of transferability

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable

course(s)

~~PSU, SOU and WOU~~: Lower Division Transfer/elective

How does it transfer?

general elective

required or support for major

Evidence of transferability

Please attach documentation

Reviewer Comments

Erin Gravelle (erin.gravelle) (12/10/25 11:29 am): Rollback: Please see comments from previous course Rollback.

Megan Feagles (megan.feagles) (03/10/26 12:29 pm): Rollback: Tim needs to edit this course.

Course Change Request

Date Submitted: 03/18/26 2:00 pm

Viewing: **CJA-281 : Criminal Justice/Corrections/CWE**

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

Last edit: 03/18/26 2:00 pm

Changes proposed by: Laurette Scott (laurette)

Catalog Pages
referencing this
course

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

Credits/Hours/Instructional Method Change

In Workflow

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

Approval Path

1. 11/03/25 7:12 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 12/10/25 11:27 am
Erin Gravelle (erin.gravelle):
Rollback to Initiator
3. 02/24/26 10:34 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
4. 03/10/26 12:29 pm
Megan Feagles (megan.feagles):
Rollback to Initiator
5. 03/18/26 1:55 pm
Megan Feagles (megan.feagles):
Rollback to Initiator
6. 03/20/26 9:13 am
Megan Feagles

(megan.feagles):

Approved for
Curriculum Office

7. 04/06/26 11:27 am

Virginia Chambers
(virginia.chambers):

Approved for DTPS
Curriculum

Committee Outline
Review Team

8. 04/06/26 12:15 pm

Megan Feagles
(megan.feagles):

Approved for
Curriculum Office

9. 04/08/26 12:17 pm

Megan Feagles
(megan.feagles):

Rollback to
Curriculum Office
for Curriculum
Committee

Approval

History

1. Jun 9, 2023 by
Megan Feagles
(megan.feagles)
2. Feb 21, 2024 by
Megan Feagles
(megan.feagles)
3. Mar 22, 2024 by
Megan Feagles
(megan.feagles)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix CJA - Criminal Justice

Course Number 281

Department Education, Human Services and Criminal Justice

Division Technology, Applied Science and Public Services (TAPS)

Course Title Criminal Justice/Corrections/CWE

Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit Yes

Min Credit 2.00

Variable Credit Yes

Max Credit 6.00

Variable Credit 1

Increment

Contact hours

Lecture

Lec/Lab

Lab

Activity

Clinical

Field 216.00

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 216

Proposed Effective 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

Cooperative work experience. Supervised experience in criminal justice, corrections, juvenile corrections, or related occupations. May be repeated for up to 6 credits. 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?

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? 6

Course Requisites

Required

Prerequisites

~~CJA-170 and~~ CJA-280

Corequisites

CWE-281

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

Yes

Show course in

Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Summer/Fall/Winter/Spring

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

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

Major Topic Outline

1. How to develop an agreed upon work plan, building on the one used for CJA 280. 2. Creating new goals and objectives to be achieved. 3. Review of execution of good work ethics: showing up for work on time, proper work attire, task performance to satisfactory levels, getting along well with supervisors and co-workers. 4. Final performance assessment.

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)

~~PSU, SOU and WOU~~ Lower Division Transfer/elective

How does it transfer?

general elective

required or support for major

Evidence of transferability

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable

course(s)

~~PSU, SOU and WOU~~: Lower Division Transfer/elective

How does it transfer?

general elective

required or support for major

Evidence of transferability

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable

course(s)

~~PSU, SOU and WOU~~: Lower Division Transfer/elective

How does it transfer?

general elective

required or support for major

Evidence of transferability

Please attach documentation

Reviewer Comments

Erin Gravelle (erin.gravelle) (12/10/25 11:27 am): Rollback: Under SLO 1. What academic knowledge are students being assessed on? If they're creating a specific plan with the employer based on what academic knowledge they have, that would demonstrate their academic knowledge as highlighted in the Major Topic Outline 1.

Megan Feagles (megan.feagles) (03/10/26 12:29 pm): Rollback: Tim needs to edit this course.

Megan Feagles (megan.feagles) (03/18/26 1:55 pm): Rollback: remove CJA-170 from requisites since it is proposed inactive for next year

Course Change Request

Date Submitted: 04/08/26 11:43 am

Viewing: **ECE-114ES : Matemáticas y ciencias para niños pequeños**

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

Last edit: 04/08/26 2:25 pm

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. 04/08/26 11:44 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 04/22/26 3:47 pm
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 Dawn Hendricks (dawn.hendricks)
3. Jan 18, 2025 by Dawn Hendricks (dawn.hendricks)

4. Mar 22, 2025 by
Dawn Hendricks
(dawn.hendricks)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix ECE - Early Childhood Education

Course Number 114ES

Department Education, Human Services and Criminal
Justice

Division Technology, Applied Science and Public
Services (TAPS)

Course Title Matemáticas y ciencias para niños pequeños

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

Este curso se enfoca en el aprendizaje de matemáticas y ciencias para niños pequeños. Se explorarán los componentes de matemáticas y ciencias. Se hará hincapié en las estrategias de enseñanza apropiadas para promover el conocimiento de las matemáticas y las ciencias en los niños. Se explorará el entorno físico del salón de clase para que éste fomente el aprendizaje de las matemáticas y las ciencias.

Type of Course (ACTI Code)

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

Is this class challengeable?

Yes No

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

~~ECE-240ES~~ and HDF-247ES

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

[ECE-114 - Math and Science for Young Children](#)

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	explicar cómo los estándares de matemáticas y ciencias se relacionan con la enseñanza de los niños;
2	identificar los componentes de las matemáticas y las ciencias para los niños pequeños;
3	identificar estrategias apropiadas para el desarrollo de las exploraciones científicas y matemáticas en los niños;
4	aplicar un modelo para diseñar experiencias en el salón de clase para que los niños desarrollen las habilidades de investigación;

	Upon successful completion of this course, students should be able to:
5	planificar y diseñar actividades de matemáticas y ciencias apropiadas para su edad para niños pequeños desde la infancia hasta el kinder.

Major Topic Outline

Los componentes de las matemáticas Sentido de los Números Álgebra y funciones (clasificación y patrones) Medición Geometría Estándares de matemáticas Trabajar juntos con padres en el aprendizaje de las matemáticas Los componentes de la ciencia CTIM (STEM) con los niños pequeños Cómo involucrar a los padres en el apoyo del aprendizaje de las ciencias de sus hijos

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: 04/26/26 9:28 am

Viewing: **APR-240ECE : Environments and Curriculum Planning**

Last approved: 06/08/23 5:16 am

Last edit: 04/26/26 9:28 am

Changes proposed by: Dawn Hendricks (dawn.hendricks)

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. 04/13/26 8:35 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 04/22/26 3:52 pm
Erin Gravelle (erin.gravelle):
Rollback to Initiator
3. 04/26/26 9:28 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
4. 04/26/26 12:07 pm
Erin Gravelle (erin.gravelle):
Approved for DTPS Curriculum Committee Outline Review Team

History

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

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix APR - Apprenticeship

Course Number 240ECE

Department Education, Human Services and Criminal
Justice

Division Technology, Applied Science and Public
Services (TAPS)

Course Title Environments and Curriculum Planning

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

Focuses on an introduction of creating learning environments and curriculum for children from three years old through five years old in home or center-based programs. Course covers theories and relationships between physical and social space, activities, experiences, and materials. Students are introduced to the use of developmentally and culturally appropriate practices in planning and selecting environments and curriculum for young children. This course contains a required accreditation key assessment and cannot be waived or transferred in from another institution.

Type of Course (ACTI Code)

230 - Career Technical Apprenticeship

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in
Schedule

Do Not Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Not Offered Every Term 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)

Social Sciences

Equivalent Courses

Equivalent Active Courses

ECE-240 - Environments and Curriculum Planning

ECE-240ES - Ambientes y Planificación Curricular

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	<u>integrate multidimensional knowledge - knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child;</u> describe the theoretical perspectives and core research base related to facilitating positive, supportive relationships and interactions with young children and creating a caring community of learners when working with groups of children;
2	<u>demonstrate how assessments (formal and informal, summative) are conducted to make informed choices about instruction and for planning in early learning</u>

	Upon successful completion of this course, students should be able to:
	<u>settings</u> ; describe the theoretical perspectives and core research base about various teaching strategies used with young children;
3	<u>use a wide-range of types of assessments, their purposes and their associated methods and tools</u> ; use teaching practices that incorporate the various types and stages of play that support young children’s development;
4	<u>incorporate teaching skills that are responsive to the learning trajectory of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills is critical for young children</u> ; use teaching practices that support development of young children’s executive function skills;
5	<u>promote pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in NAEYC Standards 1 through 4 to support young children’s learning in each content area</u> ; apply knowledge about age levels, abilities, developmental status, cultures and languages, and experiences of children in to make professional judgments about the use of materials, the organization of indoor and outdoor physical space and materials, and the management of daily schedules and routines;
6	<u>modify teaching practices by applying, expanding, integrating and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge</u> ; describe how young children learn across core content areas and use this understanding of pedagogical content knowledge to make instructional decisions;
7	<u>model professional communication skills, including technology mediated strategies, to effectively support young children's learning and development and work with families and colleagues</u> ; select or create curriculum that counters biases and stereotypes, fosters young children’s interest in the content areas, and facilitates individual and group learning in preschool settings;
8	<u>engage in continuous collaborative learning to inform practice</u> . identify early learning standards relevant to the state and/or early learning setting;

AAOT/ASOT General Education Outcomes Course Outline Mapping Chart

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

WR: Writing Outcomes

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

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.

P

Respond to the needs of diverse audiences and contexts.

P

Build and manage relationships.

P

SS: Social Science Outcomes

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

P

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

P

Outcome Assessment Strategies

Outcomes Assessment Strategies

Presentations

Projects

Rubrics

Writing Assignments

Major Topic Outline

1. Bulding positive, supportive relationships with young children
2. The importance of play
3. Promoting executive function skills
4. Developmentally appropriate practice and curriculum
5. Developing a daily schedule
6. Arranging the physical environment
7. State standards and other early learning guidelines
8. Planning experiences that focus on literacy, mathematics, science, social studies and other content areas
9. Assessing curriculum implementation and environments
10. Developing planning forms
11. Cultural and linguistically responsive curriculum and environments
12. Individualization of the curriculum for all children
13. Engaging in reflective and intentional practice

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

Reviewer Comments

Erin Gravelle (erin.gravelle) (04/22/26 3:52 pm): Rollback: Ada would like to discuss this with you.

Key: 4228

[Preview Bridge](#)

Course Change Request

Date Submitted: 04/24/26 2:39 pm

Viewing: **ECE-240 : Environments and Curriculum Planning**

Last approved: 11/02/24 6:51 am

Last edit: 04/24/26 2:39 pm

Changes proposed by: Dawn Hendricks (dawn.hendricks)

Catalog Pages
referencing this
course

- [Early Childhood Education & Family Studies, AAS](#)
- [Early Childhood Education & Family Studies, Career Pathway Certificate](#)
- [Early Childhood Education \(ECE\)](#)
- [Early Learning, Certificate](#)

Programs
referencing this
course

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

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. 04/13/26 8:35 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 04/22/26 3:43 pm
Erin Gravelle (erin.gravelle):
Rollback to Initiator
3. 04/26/26 9:27 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
4. 04/26/26 10:49 am
Erin Gravelle (erin.gravelle):
Approved for DTPS Curriculum Committee Outline Review Team

History

1. Jun 8, 2023 by
Megan Feagles
(megan.feagles)
2. Nov 2, 2024 by
Dawn Hendricks
(dawn.hendricks)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix	ECE - Early Childhood Education
Course Number	240
Department	Education, Human Services and Criminal Justice
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	Environments and Curriculum Planning

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course
Allow Pass/No Pass	No
Audit	<u>No</u> 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

Focuses on an introduction of creating learning environments and curriculum for children from three years old through five years old in home or center-based programs. Course covers theories and relationships between physical and social space, activities, experiences, and materials. Students are introduced to the use of developmentally and culturally appropriate practices in planning and selecting environments and curriculum for young children. [This course contains a required accreditation key assessment and cannot be waived or transferred in from another institution.](#)

Type of Course (ACTI Code)

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

Is this class challengeable?

No Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

[ECE-121](#), ECE-150, ECE-235, and HDF-225

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in
Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Spring

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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)

Social Sciences

Equivalent Courses

Equivalent Active Courses

APR-240ECE - Environments and Curriculum Planning

ECE-240ES - Ambientes y Planificación Curricular

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	<u>integrate multidimensional knowledge - knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each</u>

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

	<p>child; describe the theoretical perspectives and core research base related to facilitating positive, supportive relationships and interactions with young children and creating a caring community of learners when working with groups of children;</p>
2	<p><u>demonstrate how assessments (formal and informal, summative) are conducted to make informed choices about instruction and for planning in early learning settings;</u> describe the theoretical perspectives and core research base about various teaching strategies used with young children;</p>
3	<p><u>use a wide-range of types of assessments, their purposes and their associated methods and tools;</u> use teaching practices that incorporate the various types and stages of play that support young children's development;</p>
4	<p><u>incorporate teaching skills that are responsive to the learning trajectory of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills is critical for young children;</u> use teaching practices that support development of young children's executive function skills;</p>
5	<p><u>promote pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in NAEYC Standards 1 through 4 to support young children's learning in each content area;</u> apply knowledge about age levels, abilities, developmental status, cultures and languages, and experiences of children in to make professional judgments about the use of materials, the organization of indoor and outdoor physical space and materials, and the management of daily schedules and routines;</p>
6	<p><u>modify teaching practices by applying, expanding, integrating and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge;</u> describe how young children learn across core content areas and use this understanding of pedagogical content knowledge to make instructional decisions;</p>
7	<p><u>model professional communication skills, including technology mediated strategies, to effectively support young children's learning and development and work with families and colleagues;</u> select or create curriculum that counters biases and stereotypes, fosters young children's interest in the content areas, and facilitates individual and group learning in preschool settings;</p>
8	<p><u>engage in continuous collaborative learning to inform practice.</u> identify early learning standards relevant to the state and/or early learning setting;</p>

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.

P

SP: Speech/Oral Communication Outcomes

Engage in ethical communication processes that accomplish goals.

P

Respond to the needs of diverse audiences and contexts.

P

Build and manage relationships.

P

SS: Social Science Outcomes

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

P

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

P

Outcome Assessment Strategies

Outcomes Assessment Strategies

Presentations

Projects

Rubrics

Writing Assignments

Major Topic Outline

1. Building positive, supportive relationships with young children 2. The importance of play 3. Promoting executive function skills 4. Developmentally appropriate practice and curriculum 5. Developing a daily schedule 6. Arranging the physical environment 7. State standards and other early learning guidelines 8. Planning experiences that focus on literacy, mathematics, science, social studies and other content areas 9. Assessing curriculum implementation and environments 10. Developing planning forms 11. Cultural and linguistically responsive curriculum and environments 12. Individualization of the curriculum for all children 13. Engaging in reflective and intentional practice

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

Reviewer Comments

Erin Gravelle (erin.gravelle) (04/22/26 3:43 pm): Rollback: Ada wants to discuss with you.

Course Change Request

Date Submitted: 04/24/26 2:38 pm

Viewing: **ECE-240ES : Ambientes y Planificación**

Curricular

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

Last edit: 04/24/26 2:38 pm

Changes proposed by: Dawn Hendricks (dawn.hendricks)

Catalog Pages
referencing this
course

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

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

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

Programs
referencing this
course

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

[CC.ECFSES: 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. 04/13/26 8:35 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 04/22/26 3:43 pm
Erin Gravelle (erin.gravelle):
Rollback to Initiator
3. 04/26/26 9:27 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
4. 04/26/26 12:08 pm
Erin Gravelle (erin.gravelle):
Approved for DTPS Curriculum Committee Outline Review Team

History

1. Jun 8, 2023 by
Megan Feagles
(megan.feagles)
2. May 18, 2024 by
Dawn Hendricks
(dawn.hendricks)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix	ECE - Early Childhood Education
Course Number	240ES
Department	Education, Human Services and Criminal Justice
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	Ambientes y Planificación Curricular

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.

Course Description

Se centra enfoca en la una introducción a la creación de entornos de aprendizaje y currículos planes de estudio para niños de tres a cinco años, tanto años de edad en programas basados en el hogar como en centros educativos, hogares o centros. El curso abarca cubre las teorías y las relaciones existentes entre el espacio físico y social, las actividades, las experiencias y los materiales. Se introduce enseña a los estudiantes en el uso de prácticas apropiadas adecuadas para el desarrollo y culturalmente pertinentes al planificar la cultura en la planificación y seleccionar la selección de entornos y currículos planes de estudio para la primera infancia, niños pequeños. Este curso incluye una evaluación clave obligatoria (Key Assessment) para fines de acreditación, la cual no puede ser eximida ni convalidada mediante créditos transferidos desde otra institución.

Type of Course (ACTI Code)

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

Is this class challengeable?

No ~~Yes~~

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

[ECE-121ES](#), ECE-150ES, ECE-235ES, FYE-101ES, HDF-247ES, and WR-124ES

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
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

APR-240ECE - Environments and Curriculum Planning

ECE-240 - Environments and Curriculum Planning

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	<u>utilizar conocimiento multidimensional —es decir, el conocimiento sobre el período de desarrollo de la primera infancia, sobre cada niño individualmente y</u>

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

sobre el desarrollo y el aprendizaje en contextos culturales— para tomar decisiones basadas en la evidencia que apoyen a cada niño; describir las perspectivas teóricas y la base central de investigación relacionadas con facilitar relaciones e interacciones positivas y de apoyo con los niños pequeños y crear una comunidad de estudiantes atentos cuando se trabaja con grupos de niños;

2 explicar como las evaluaciones (formales e informales, sumativas) se realizan para tomar decisiones informadas sobre la instrucción y para la planificación en entornos de aprendizaje temprano; describir las perspectivas teóricas y la base central de investigación sobre las diversas estrategias de educación que se utilizan con los niños pequeños;

3 demostrar una amplia gama de evaluaciones, sus propósitos y sus métodos y herramientas asociados; usar prácticas educativas que incorporen diferentes tipos y etapas de juego que apoyen el desarrollo de los niños pequeños;

4 utilizar técnicas de enseñanza que respondan a la trayectoria de aprendizaje de los niños pequeños y a las necesidades de cada niño, reconociendo que la diferenciación de la instrucción, la incorporación del juego como práctica docente fundamental y el apoyo al desarrollo de las funciones ejecutivas son cruciales para los niños pequeños; usar prácticas educativas que apoyen el desarrollo de las destrezas de funcionamiento ejecutivo de los niños pequeños;

5 demostrar el conocimiento pedagógico del contenido —cómo aprenden los niños pequeños en cada disciplina— y cómo utilizar el conocimiento y las prácticas docentes descritas en los Estándares 1 a 4 para apoyar el aprendizaje de los niños pequeños en cada área de contenido; aplicar el conocimiento sobre los niveles de edad, las habilidades, el estado del desarrollo, las culturas e idiomas y las experiencias de los niños para elaborar criterios profesionales sobre el uso de los materiales, la organización de los espacios físicos interiores y exteriores y los materiales y la gestión de los horarios y rutinas diarios;

6 modificar las prácticas docentes aplicando, ampliando, integrando y actualizando sus conocimientos de contenido en las disciplinas, sus conocimientos de los recursos de contenido curricular y sus conocimientos pedagógicos de contenido; describir cómo aprenden los niños pequeños en todas las áreas de contenido básico y usar esta comprensión del conocimiento de contenido pedagógico para tomar decisiones educativas;

7 utilizar habilidades de comunicación profesional, incluyendo estrategias mediadas por la tecnología, para apoyar eficazmente el aprendizaje y el desarrollo de los niños pequeños y trabajar con familias y colegas; seleccionar o crear un plan de estudios que contrarreste los prejuicios y estereotipos, fomente el interés de los

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

~~niños pequeños en las áreas de contenido y facilite el aprendizaje individual y grupal en contextos preescolares;~~

8 participar en un aprendizaje continuo y colaborativo para fundamentar la práctica.
~~identificar los estándares de aprendizaje en la primera infancia relevantes para el estado o los entornos de aprendizaje en la primera infancia:~~

Major Topic Outline

1. Construcción de relaciones positivas y de apoyo con los niños pequeños 2. La importancia del juego 3. Promoción de las habilidades de función ejecutiva 4. Prácticas y currículo apropiados para el desarrollo 5. Elaboración de un horario diario 6. Organización del entorno físico 7. Estándares estatales y otras pautas de aprendizaje temprano 8. Planificación de experiencias centradas en la lectoescritura, las matemáticas, las ciencias, los estudios sociales y otras áreas de contenido 9. Evaluación de la implementación del currículo y de los entornos 10. Elaboración de formularios de planificación 11. Currículo y entornos cultural y lingüísticamente receptivos 12. Individualización del currículo para todos los niños 13. Adopción de una práctica reflexiva e intencional

~~1. Desarrollo de relaciones positivas y de apoyo con los niños pequeños. 2. La importancia del juego. 3. Promoción de destrezas de funcionamiento ejecutivo. 4. Prácticas y planes de estudio adecuados para el desarrollo. 5. Creación de un horario diario. 6. Disposición del entorno físico. 7. Estándares estatales y otras pautas para el aprendizaje en la primera infancia. 8. Planificación de experiencias que se enfoquen en la alfabetización, matemáticas, ciencias, estudios sociales y otras áreas de contenido. 9. Evaluación de la implementación del plan de estudios y los entornos. 10. Desarrollo de formularios de planificación. 11. Planes de estudio y entornos que sean sensibles desde los puntos de vista lingüístico y cultural. 12. Individualización del plan de estudios para todos los niños. 13. Participación en prácticas reflexivas e intencionales.~~

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

Reviewer Comments

Erin Gravelle (erin.gravelle) (04/22/26 3:43 pm): Rollback: Ada wants to discuss with you.

Key: 563

[Preview Bridge](#)

Course Change Request

Date Submitted: 04/24/26 2:38 pm

Viewing: **ECE-291 : Practicum II**

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

Last edit: 04/27/26 6:09 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. 04/08/26 11:15 am
Megan Feagles (megan.feagles):
Rollback to Initiator
2. 04/08/26 11:19 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
3. 04/22/26 3:42 pm
Erin Gravelle (erin.gravelle):
Rollback to Initiator
4. 04/26/26 9:27 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
5. 04/26/26 10:48 am
Erin Gravelle (erin.gravelle):
Approved for DTPS Curriculum

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 291

Department Education, Human Services and Criminal
Justice

Division Technology, Applied Science and Public
Services (TAPS)

Course Title Practicum II

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 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 experience for students in a variety of ~~educational settings, paralleling duties regularly assigned to~~ early childhood education settings. ~~educators~~. This course allows students to apply knowledge, methods, and skills gained from the Early Childhood Education ~~early childhood education~~ and Family Studies ~~family studies~~ courses. The course covers classroom experiences, best practices and assessment techniques that align with the National Association for the Education of Young Children. ~~techniques~~. This course contains two required accreditation key assessments and cannot be waived or transferred in from another institution.

Required: Student Petition.

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

ECD 154, ECE-221, ECE-240, ECE-280, and HDF-247 ~~ECE-121, ECE-150, ECE-280, HDF-225, and HDF-247~~

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?

Winter

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

Yes

Course Certifications

Is this a Related Instruction course?

No

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

No

Equivalent Courses

Equivalent Active Courses

ECE-291ES - Practicum II

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	<u>demonstrate how to value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices;</u> develop strategies for observation and assessment in educational settings, serving children from birth – kindergarten;
2	<u>collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement;</u> document the systems for record keeping and communication in a school setting;
3	<u>use community resources to support young children’s learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies;</u> observe a variety of instructional strategies and teaching practices;
4	<u>explain how assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.</u> plan activities and experiences for individual children and small groups of children, based on their strengths, needs and interests;
5	<u>employ a wide range of types of assessments and their associated methods and tools;</u> collaborate with families to support the development and learning of their children;
6	<u>complete screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to</u>

	Upon successful completion of this course, students should be able to:
	<u>document developmental progress and promote positive outcomes for each child;</u> observe and assess a child's development and learning;
7	<u>build assessment partnerships with families and professional colleagues;</u> collaborate with early childhood colleagues and families to set goals to support children's development and learning;
8	<u>use 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>
9	<u>use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning;</u>
10	<u>Promote content knowledge— the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum;</u>
11	<u>develop pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in NAEYC Standards 1 through 4 to support young children's learning in each content area;</u>
12	<u>modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge;</u>
13	<u>know about and uphold ethical and other early childhood professional guidelines;</u>
14	<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>

Major Topic Outline

National Association for the Education of Young Children (NAEYC) Code of Ethics

Reflecting on the NAEYC Professional Standards and Competencies

Observation strategies and assessment techniques

Utilizing Teaching Strategies GOLD

Planning conferences with families

Activity Planning for Individual Children and Small Groups

Utilizing early learning guidelines for objectives in planning

Individualizing for children who are dual language learners and children with special needs

Supporting the teacher implementing classroom experiences

[Becoming a reflective practitioner](#) [NAEYC Code of Ethics](#) [Observation strategies](#) [Assessment techniques](#) [Activity Planning for Individual Children and Small Groups](#) [Promoting Positive Teacher/Child Interactions with the CLASS tool](#) [Supporting the teacher implementing classroom experiences](#) [Collaborating with families to support development and learning](#) [Developing a 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)

Field experience course in the Child and Family Studies program, as part of the articulation agreement

How does it transfer?

other (provide details)

Details of how course transfers

practicum requirement for Child and Family Studies' programs

Evidence of transferability

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable
course(s)

Field experience course in the Child and Family Studies program, as part of the articulation agreement

How does it transfer?

other (provide details)

Details of how course transfers

practicum requirement for Child and Family Studies' programs

Evidence of transferability

Please attach documentation

Reviewer Comments

Megan Feagles (megan.feagles) (04/08/26 11:15 am): Rollback: prereq clean-up

Erin Gravelle (erin.gravelle) (04/22/26 3:42 pm): Rollback: Ada wanted to review and update SLO's with you.

Course Change Request

Date Submitted: 04/24/26 2:38 pm

Viewing: **ECE-291ES : Practicum II**

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

Last edit: 04/24/26 2:38 pm

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.ECFSES: 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. 04/08/26 11:15 am
Megan Feagles (megan.feagles):
Rollback to Initiator
2. 04/08/26 11:22 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
3. 04/22/26 3:41 pm
Erin Gravelle (erin.gravelle):
Rollback to Initiator
4. 04/26/26 9:27 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
5. 04/26/26 10:48 am
Erin Gravelle (erin.gravelle):
Approved for DTPS Curriculum

History

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

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix	ECE - Early Childhood Education
Course Number	291ES
Department	Education, Human Services and Criminal Justice
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	Practicum II

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 la experiencia de practica para los estudiantes en una variedad de entornos de educación de la primera infancia. Este curso permite a los estudiantes aplicar los conocimientos, métodos y habilidades adquiridos en los cursos de Educación de la Primera Infancia y Estudios de la Familia. El curso abarca experiencias en el aula, mejores prácticas y técnicas de evaluación que se alinean con la Asociación Nacional para la Educación de Niños Pequeños (NAEYC). Este curso incluye dos evaluaciones clave de acreditación (Key Assessments) de carácter obligatorio; por consiguiente, no puede ser eximido ni convalidado mediante transferencia desde otra institución. Requisito: Solicitud del estudiante. Se enfoca en permitir que los estudiantes tengan una experiencia laboral en una variedad de entornos educativos, al mismo tiempo que hacen las tareas asignadas regularmente a los educadores de la primera infancia. Este curso permite a los estudiantes aplicar los conocimientos, métodos y habilidades adquiridos en los cursos de educación infantil y estudios sobre las familias. El seminario cubre las experiencias en el aula, las mejores prácticas y los métodos de evaluación.

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-121ES, ~~ECE-150ES, ECE-179ES~~, ECE-240ES, ~~ECE-280ES, HDF-225ES~~, and ECE-280ES ~~HDF-247ES~~

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in
Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Summer/Winter 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

ECE-291 - Practicum II

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	<u>explicar como valorar a cada niño como un individuo con variaciones de desarrollo únicas, experiencias, fortalezas, intereses, habilidades, desafíos, enfoques de aprendizaje y con la capacidad de tomar decisiones;</u> desarrollar estrategias de observación y evaluación en entornos educativos, asistiendo a los niños desde el nacimiento hasta el kínder;
2	<u>colaborar como socios con las familias en el desarrollo y aprendizaje de los niños pequeños a través de relaciones y compromisos respetuosos y recíprocos;</u> observar una variedad de estrategias de instrucción y prácticas de enseñanza;
3	<u>utilizar los recursos de la comunidad para apoyar el aprendizaje y desarrollo de los niños pequeños, así como para brindar apoyo a las familias, y fomente la creación de asociaciones entre los entornos de educación temprana, las escuelas y las organizaciones y agencias comunitarias;</u> aprender los sistemas para el mantenimiento de registros y la comunicación en un entorno escolar;
4	<u>explicar que las evaluaciones (formales e informales, formativas y sumativas) se realizan para tomar decisiones fundamentadas sobre la enseñanza y para la planificación en entornos de aprendizaje temprano;</u> planificar actividades y experiencias para niños individualmente y grupos pequeños, en base a sus capacidades, necesidades e intereses;
5	<u>implementar una amplia variedad de tipos de evaluaciones, sus propósitos y los métodos y herramientas asociados a ellas;</u> colaborar con las familias para

	Upon successful completion of this course, students should be able to:
	apoyarles con el desarrollo y aprendizaje de sus hijos:
<u>6</u>	<u>usar herramientas de detección y evaluación de manera ética y apropiada según el desarrollo, las capacidades, la cultura y el idioma, con el fin de documentar el progreso del desarrollo y promover resultados positivos para cada niño;</u>
<u>7</u>	<u>construir alianzas de evaluación con las familias y colegas profesionales;</u>
<u>8</u>	<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>
<u>9</u>	<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-erjuicios, y que reflejen los principios del diseño universal para el aprendizaje;</u>
<u>10</u>	<u>demostrar 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>
<u>11</u>	<u>promover el conocimiento pedagógico del contenido: cómo aprenden los niños pequeños en cada disciplina y cómo utilizar el conocimiento y las prácticas docentes descritas en los Estándares 1 a 4 para apoyar el aprendizaje de los niños pequeños en cada área de contenido;</u>
<u>12</u>	<u>modificar las prácticas de enseñanza aplicando, ampliando, integrando y actualizando sus conocimientos sobre el contenido de las disciplinas, su conocimiento de los recursos curriculares y su conocimiento pedagógico del contenido;</u>
<u>13</u>	<u>seguir y respetar las normas éticas y otras pautas profesionales en la educación infantil;</u>
<u>14</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

Código de Ética de la Asociación Nacional para la Educación de Niños Pequeños (NAEYC)

Reflexión sobre los Estándares Profesionales y Competencias de la NAEYC

Estrategias de observación y técnicas de evaluación

Uso de Teaching Strategies GOLD

[Planificación de reuniones con las familias](#)

[Planificación de actividades para niños de forma individual y en grupos pequeños](#)

[Uso de las pautas de aprendizaje temprano para el establecimiento de objetivos en la planificación](#)

[Individualización para niños que aprenden dos idiomas y para niños con necesidades especiales](#)

[Apoyo al docente en la implementación de experiencias en el aula](#)

[Desarrollo como profesional reflexivo](#) Revisar el Código de Conducta Ética de NAEYC Aprender sobre la estructura y el sistema de GOLD Crear los planes de actividades Recopilar la documentación del estudiante Escribir su propia filosofía de la enseñanza Crear una autobiografía Evaluar un niño Completar un formulario de juntos con las familias Trabajar juntos con las familias de los estudiantes

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) (04/08/26 11:15 am): Rollback: prereq clean-up

Erin Gravelle (erin.gravelle) (04/22/26 3:41 pm): Rollback: Ada wanted us to rollback because those aren't the updated SLO's.

Course Change Request

Date Submitted: 04/07/26 12:51 pm

Viewing: **ENG-121 : Mystery Fiction**

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

Last edit: 04/08/26 1:11 pm

Changes proposed by: Jennifer Davis (jenniferd)

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 \(OTM\)](#)

Programs
referencing this
course

In Workflow

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

Approval Path

1. 04/07/26 1:24 pm
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 04/13/26 2:04 pm
Kelly Mercer (kelly.mercer):
Approved for DAFC Curriculum Committee Outline Review Team

History

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

[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 \(AST\)](#)
[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 \(AAT\)](#)
[AS.OSUCHEMENGR: AS, Chemical Engineering, OSU](#)
[AS.OSUCIVILENGR: AS, Civil Engineering, OSU](#)
[AS.OSUCONENRMGT: AS, Construction Engineering Management, OSU](#)
[AS.OSUECOLENGR: AS, Ecological Engineering, OSU](#)
[AS.OSUELCOMPENGR: AS, Electrical Engineering, OSU](#)
[AA.OREGONTRANSFER: Associate of Arts Oregon Transfer \(AAOT\)](#)
[AA.OTELEMED: Elementary Education \(AAOT\)](#)
[AGS.GENERAL: Associate of General Studies](#)
[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 121

Department	English
Division	Academic Foundations and Connections (AFAC)
Course Title	Mystery Fiction

Grading

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

Introduces students to detective/mystery fiction, exploring what makes genre fiction different from traditional literature and how mysteries comment on issues of justice, class, and morality.

~~An introduction to detective/mystery fiction.~~ Students will read, discuss, and analyze short stories and novels by writers, ~~writers~~ such as Edgar Allan Poe, Agatha Christie, and Walter Mosley.

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	connect mystery fiction to their own lives as well as to larger events and issues; (AL1)(AL2)
2	analyze the development of the mystery genre with reference to a few of its significant texts and authors; (AL1)
3	apply literary terminology to mystery fiction; (AL1)
4	evaluate mystery fiction texts with some awareness of areas such as style, historical context, and political implications; (AL1)(AL2)
5	articulate their ideas about mystery fiction in informal discussions, as well as <u>in</u> create a more polished <u>writing through essays, projects, or presentations.</u> presentation. (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

General Examination

Journal Writing

Presentations

Projects

Rubrics

Thesis/Research Project

Writing Assignments

Major Topic Outline

1. Origins and development of mystery fiction.
2. Literary terminology and reading strategies.
3. How to do basic literary research.
4. Literary devices, tropes, and techniques in mystery fiction.
5. Major contributions to the mystery genre.
6. Literary analysis of representative works.
7. Presenting literary analysis in papers and presentations.
8. Mystery fiction and its connection to social and political issues, the legal and justice systems, and everyday life.
9. Mystery fiction and its connection to other genres, media, and world events.

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)

[ENGLD - English Lower Division Elective](#)

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

course catalog and Transferology ~~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~~

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)

ENG LDT +AH: MYSTERY FICTION

How does it transfer?

general elective
required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Course catalog: <https://admissions.oregonstate.edu/course-articulations-clackamas-community-college>

Please attach documentation

Reviewer Comments

Key: 644

[Preview Bridge](#)

Course Change Request

Date Submitted: 04/07/26 12:33 pm

Viewing: **ENG-201 : Shakespeare**

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

Last edit: 04/13/26 11:37 am

Changes proposed by: Jeffrey McAlpine (jeffmc)

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_\(AAT\)](#)
- [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. 04/07/26 1:24 pm
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 04/16/26 10:09 am
Kelly Mercer (kelly.mercer):
Approved for DAFC Curriculum Committee Outline Review Team

History

1. Nov 1, 2023 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 201

Department English

Division Academic Foundations and Connections
(AFAC)

Course Title Shakespeare

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

Engage with arguably the most quoted and famous writer in the English language. Read selected early/middle comedy, history, tragedy, and romance plays, as well as selections of sonnets. No prior experience with Shakespeare is required. Students will focus on reading, discussion, literary interpretation, and relating Shakespeare's work to their lives and the world.
~~Selected comedies, histories, tragedies, romances, and poetry. Students focus on reading and discussion, literary interpretation, and relating Shakespeare's work to their lives and the world. Works from ENG-201 will not be repeated in CCC's other Shakespeare course, ENG-202.~~

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 in genres of Shakespeare's comedies, tragedies, histories, and romances; (AL1)
2	analyze the content, form, and themes of Shakespeare's work, using relevant technical and critical vocabulary; (AL1)
3	relate the content, form, and themes of Shakespeare's work to modern events, other media, and their own lives; (AL1)(AL2)
4	evaluate the historical significance and/or artistic merit of Shakespeare's work, supported by textual evidence; (AL1)
5	construct and defend interpretations of Shakespeare's work based on class discussion and independent literary research. (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.

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

Writing Assignments

Major Topic Outline

The major topics are the same for ENG-201 and ENG-202 but are based on different readings and readings will not be repeated. ~~readings, specified below~~. Readings vary among instructors, but generally each quarter covers five texts, chosen from the major comedies, histories, tragedies, and romances, as well as some sonnets. 1. Shakespeare's life and times in relation to his works. 2. Continuing influence of Shakespeare in modern culture. 3. Process of literary canon formation who decides what become famous and great. 4. Progress of Shakespeare's dramatic art; formal distinctions between his comedies, tragedies, histories, and romances. 5. Interpretation and criticism Shakespeare among professional literary scholars. 6. Responding to and evaluating staged productions of Shakespeare's plays. 7. Problems of reading Renaissance English, both silently and aloud. 8. Tracing of verbal patterns and explication of figurative language within the plays. 9. Development and presentation of insights about literary texts. 10. Connections between the plays and both modern times and students' lives. ~~Instructors teaching 201 shall choose from among the following plays: • The Comedy of Errors • Two Gentlemen of Verona • Twelfth Night • A Midsummer Night's Dream • The Taming of the Shrew • Measure for Measure • The Merry Wives of Windsor • The First Part of Henry VI • The Second Part of Henry VI • The Third Part of Henry VI • Richard III • Romeo and Juliet • Richard II • Macbeth • Othello • Timon of Athens • Pericles • The Tempest • Selection of poems~~

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)

[ENG201](#) ~~ENG 201 at OSU--Baccalaureate Core Course~~ ~~ENG201 at PSU~~ ~~ENG207 at UO~~ ~~ENG201 at EOU (General Ed Core)~~

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

catalog search

OUS school to which the course will transfer

OSU - Oregon State University

Comparable

course(s)

ENG 201 ~~ENG 201 at OSU--Baccalaureate Core Course~~ ~~ENG201 at PSU~~ ~~ENG207 at UO~~ ~~ENG201 at EOU (General Ed Core)~~

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

catalog search

OUS school to which the course will transfer

PSU - Portland State University

Comparable

course(s)

ENG201 ~~ENG 201 at OSU--Baccalaureate Core Course~~ ~~ENG201 at PSU~~ ~~ENG207 at UO~~ ~~ENG201 at EOU (General Ed Core)~~

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

catalog search

OUS school to which the course will transfer

UO - University of Oregon

Comparable

course(s)

ENG207 ~~ENG 201 at OSU--Baccalaureate Core Course ENG201 at PSU ENG207 at UO ENG201 at EOU (General Ed Core)~~

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

catalog search

Please attach documentation

Reviewer Comments

Course Change Request

Date Submitted: 04/07/26 12:37 pm

Viewing: **ENG-202 : Shakespeare**

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

Last edit: 04/13/26 11:37 am

Changes proposed by: Jeffrey McAlpine (jeffmc)

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_\(AAT\)](#)
- [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. 04/07/26 1:24 pm
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 04/16/26 10:09 am
Kelly Mercer (kelly.mercer):
Approved for DAFC Curriculum Committee Outline Review Team

History

1. Nov 1, 2023 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 202

Department English

Division Academic Foundations and Connections
(AFAC)

Course Title Shakespeare

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

Engage with arguably the most quoted and famous writer in the English language. Read selected middle/late comedy, history, tragedy, and romance plays, as well as selections of sonnets. No prior experience with Shakespeare is required. Students will focus on reading, discussion, literary interpretation, and relating Shakespeare's work to their lives and the world.
~~Selected comedies, histories, tragedies, romances, and poetry. Students focus on reading and discussion, literary interpretation, and relating Shakespeare's work to their lives and the world. Study of significant plays and sonnets. Works from ENG-202 will not be repeated in CCC's other Shakespeare course, ENG-201.~~

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 Shakespeare's comedies, tragedies, histories, and romances; (AL1)
2	analyze the content, form, and themes of Shakespeare's work, using relevant technical and critical vocabulary; (AL1)
3	relate the content, form, and themes of Shakespeare's work to modern events, other media, and their own lives; (AL1)(AL2)
4	evaluate the historical significance and/or artistic merit of Shakespeare's work, supported by textual evidence; (AL1)
5	construct and defend interpretations of Shakespeare's work based on class discussion and independent literary research. (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.

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

Writing Assignments

Major Topic Outline

The major topics are the same for ENG-202 and ENG-201 but are based on different readings and readings will not be repeated. **readings**: Readings vary among instructors, but generally each quarter **quarter** covers five texts, chosen from the major comedies, histories, tragedies, and romances, as well as some sonnets. 1. Shakespeare's life and times in relation to his works. 2. Continuing influence of Shakespeare in modern culture. 3. Process of literary canon formation: who decides what becomes famous and great. 4. Progress of Shakespeare's dramatic art; formal distinctions between his comedies, tragedies, histories, and romances. 5. Interpretation and criticism Shakespeare among professional literary scholars. 6. Responding to and evaluating staged productions of Shakespeare's plays. 7. Problems of reading Renaissance English, both silently and aloud. 8. Tracing of verbal patterns and explication of figurative language within the plays. 9. Development and presentation of insights about literary texts. 10. Connections between the plays and both modern times and students' lives. **Instructors teaching 202 shall choose from among the following plays: • Much Ado About Nothing • As You Like It • Love's Labour's Lost • All's Well That Ends Well • The Merchant of Venice • The First Part of Henry iv • The Second Part of Henry iv • Henry V • Troilus and Cressida • Hamlet • King Lear • Antony and Cleopatra • Coriolanus • Cymbeline • The Winter's Tale • Titus Andronicus • Selection of poems**

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)

[ENG201](#) ~~ENG 202 at OSU--Baccalaureate Core Course~~ ~~ENG201 at PSU~~ ~~ENG208 at UO~~ ~~ENG201 at EOU (General Ed Core)~~

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

catalog search

OUS school to which the course will transfer

OSU - Oregon State University

Comparable

course(s)

ENG 202 ~~ENG 202 at OSU--Baccalaureate Core Course~~ ~~ENG201 at PSU~~ ~~ENG208 at UO~~ ~~ENG201 at EOU (General Ed Core)~~

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

catalog search

OUS school to which the course will transfer

PSU - Portland State University

Comparable

course(s)

ENG201 ~~ENG 202 at OSU--Baccalaureate Core Course~~ ~~ENG201 at PSU~~ ~~ENG208 at UO~~ ~~ENG201 at EOU (General Ed Core)~~

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

catalog search

OUS school to which the course will transfer

UO - University of Oregon

Comparable

course(s)

ENG208 ~~ENG 202 at OSU--Baccalaureate Core Course ENG201 at PSU ENG208 at UO ENG201 at EOU (General Ed Core)~~

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

catalog search

Please attach documentation

Reviewer Comments

Course Change Request

Date Submitted: 04/15/26 12:26 am

Viewing: **ENG-295 : Revolutionary Film**

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

Last edit: 04/15/26 8:14 am

Changes proposed by: Ryan Davis (ryand)

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 \(OTM\)](#)

Programs
referencing this
course

In Workflow

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

Approval Path

1. 04/15/26 8:19 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 04/20/26 2:58 pm
Kelly Mercer (kelly.mercer):
Approved for DAFC Curriculum Committee Outline Review Team

History

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

[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 \(AST\)](#)
[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 \(AAT\)](#)
[AS.OSUCHEMENGR: AS, Chemical Engineering, OSU](#)
[AS.OSUCIVILENGR: AS, Civil Engineering, OSU](#)
[AS.OSUCONENRMGT: AS, Construction Engineering Management, OSU](#)
[AS.OSUECOLENGR: AS, Ecological Engineering, OSU](#)
[AS.OSUELCOMPENGR: AS, Electrical Engineering, OSU](#)
[AAS.ELECTRONENGTECH: Electronics Engineering Technology](#)
[AA.OREGONTRANSFER: Associate of Arts Oregon Transfer \(AAOT\)](#)
[AA.OTELEMED: Elementary Education \(AAOT\)](#)
[AGS.GENERAL: Associate of General Studies](#)
[AA.TENGLISH: English \(AAT\)](#)
[AS.OSUENVIRENGR: AS, Environmental Engineering, OSU](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix ENG - English Literature

Course Number 295

Department	English
Division	Academic Foundations and Connections (AFAC)
Course Title	Revolutionary Film

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

Study ~~This course focuses on the study~~ of revolutionary styles of filmmaking from around the world that aimed to be ~~were not only~~ socially transformative and that ~~transformative, but~~ changed the way movies are made.

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?

Not Offered Every Term

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

Yes

Course Certifications

Is this a Related Instruction course?

No

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

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	<u>discuss films using the language of filmmaking and visual storytelling; (AL1)</u> use the vocabulary of filmmaking; (AL1)
2	<u>discuss and contextualize films based on knowledge of various styles of film, including German Expressionism, Italian Neorealism, French New Wave Cinema, American Auteur Theory, etc.; (AL1)(AL2)(CL1)</u> demonstrate comprehension of the language of visual storytelling; (AL1)
3	<u>analyze and critique films using critical film theories; (AL1)(AL2)</u> display a broad knowledge of various styles of film, including German Expressionism, Italian Neorealism, French New Wave Cinema, American Auteur Theory, etc.; (CL1)(AL1) (AL2)
4	<u>construct and defend interpretations of film based on class discussions and independent research. (AL1)(AL2)</u> apply critical film theory; (AL1)
5	analyze and critique film; (AL2)
6	construct and defend interpretations of film 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. German Expressionism. 2. Italian Neorealism. 3. French New Wave Cinema. 4. Eastern European Post New Wave Cinema. 5. American Auteur Theory. 6. Critical Lens Theory

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 Revolutionary Film*AEH](#) ~~[ENG 305 Topics in Film \(PSU\)](#)~~

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

[Oregon University Transfer Equivalency Guide – 2024-2025](#) [PSU Catalog and Major Transfer Map](#)

OUS school to which the course will transfer

OSU - Oregon State University

Comparable
course(s)

[ENG LDT +AH: ADAPTATION: LIT INTO FILM](#) [ENG 305 Topics in Film \(PSU\)](#)

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

[Oregon University Transfer Equivalency Guide – 2024-2025](#) [PSU Catalog and Major Transfer Map](#)

OUS school to which the course will transfer

~~OSU-C~~ - OSU-Cascade

Comparable

course(s)

~~ENG 305 Topics in Film (PSU)~~

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

~~PSU Catalog and Major Transfer Map~~

OUS school to which the course will transfer

PSU - Portland State University

Comparable

course(s)

TALD Lower Division Elective ~~ENG 305 Topics in Film (PSU)~~

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

Oregon University Transfer Equivalency Guide – 2024-2025 ~~PSU Catalog and Major Transfer Map~~

OUS school to which the course will transfer

~~SOU - Southern Oregon University~~

Comparable

course(s)

~~ENG 305 Topics in Film (PSU)~~

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

~~PSU Catalog and Major Transfer Map~~

OUS school to which the course will transfer

~~UO - University of Oregon~~

Comparable

course(s)

~~ENG 305 Topics in Film (PSU)~~

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

~~PSU Catalog and Major Transfer Map~~

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable

course(s)

ENG 2XX LOWER DIVISION ELECTIVE ~~ENG 305 Topics in Film (PSU)~~

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

Oregon University Transfer Equivalency Guide – 2024-2025 ~~PSU Catalog and Major Transfer Map~~

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable

course(s)

ENG Lower Division Transfer

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

Oregon University Transfer Equivalency Guide – 2024-2025

Please attach documentation

Reviewer Comments

Course Change Request

Date Submitted: 04/15/26 12:36 am

Viewing: **ENG-296 : Adaptation: Literature Into Film**

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

Last edit: 04/15/26 8:16 am

Changes proposed by: Ryan Davis (ryand)

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

Programs
referencing this
course

In Workflow

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

Approval Path

1. 04/15/26 8:19 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 04/20/26 2:59 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.OSUINDENG: AS, Industrial Engineering, OSU
AS.OSUBIOLENGR: AS, Biological Engineering, OSU
AS.OSUSMECHENGR: AS, Mechanical Engineering, OSU
AS.TBIOLOGY: Biology (AST)
NA.OTM: Oregon Transfer Module
AS.OSUARCHENGR: AS, Architectural Engineering, OSU
AS.TCOMPSCIESWO, AS.TCOMPSCIOSPSUO: Computer Science (AST)
AS.TBUSINESS: Business (AST)
NA.CTM: Core Transfer Map
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)
AS.OSUCHEMENGR: AS, Chemical Engineering, OSU
AS.OSUCIVILENGR: AS, Civil Engineering, OSU
AS.OSUCONENRMGT: AS, Construction Engineering Management, OSU
AS.OSUECOLENGR: AS, Ecological Engineering, OSU
AS.OSUELCOMPENGR: AS, Electrical Engineering, OSU
AA.OREGONTRANSFER: Associate of Arts Oregon Transfer (AAOT)
AA.OTELEMED: Elementary Education (AAOT)
AGS.GENERAL: Associate of General Studies
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 296

Department English

Division	Academic Foundations and Connections (AFAC)
Course Title	Adaptation: Literature Into Film

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.

Course Description

Explores the genre of film adaptation, or how literary narratives were transformed into films. Focuses on literary genres such as the novel, short stories, plays, and nonfiction to compare them with their film counterparts, and thereby understand the process of translating stories from the page to the screen. Note: This is a literature course and not a writing class.

~~Adaptation: Literature into Film is an exploration into the study of the art of transforming literary texts into films. The course focuses on various literary genres such as the novel, the short story, the play, and the nonfiction event, and analyzes the process of transforming these stories from page to screen, thereby creating a new art form. Note: This is a literature and not a writing class.~~

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?

Not Offered Every Term

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

Yes

Course Certifications

Is this a Related Instruction course?

No

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

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	<u>discuss</u> demonstrate an understanding of basic literary concepts such as plot, theme, characterization, dramatic irony, and symbolism; (AL2)
2	<u>discuss films using</u> exhibit a command of the language of <u>filmmaking, film</u> , such as point of view, camera angle, parallel editing, three-point lighting, mise en scene, montage, etc.; (AL1)(AL2)
3	<u>comprehend</u> show a comprehension of the process of translating written words into visual language; (AL1)(AL2)
4	interact analytically and imaginatively with the texts we read and the films we view; (AL1)
<u>4</u> <u>5</u>	<u>analyze and evaluate the process of transforming literature into film; (AL2)</u> demonstrate a recognition of how film can transform literature into an entirely new art form; (AL2)
<u>5</u> <u>6</u>	construct and defend interpretations of film adaptations 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. Literary genres. a. The play. b. The novel. c. The short story. d. The novella. e. The nonfiction story. 2. Literary analysis. 3. Film history. 4. Film analysis. 5. Adaptation analysis. a. The successful adaptation. b. The failed adaptation.

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

Course Transferability

OUS school to which the course will transfer

EOU - Eastern Oregon University

Comparable
course(s)

[ENGL-LDT Adaption Lit Into Film*AEH](#) [ENG 305 Topics in Film \(PSU\)](#)

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

[Oregon University Transfer Equivalency](#)

[Guide – 2024-2025](#) [PSU catalog and Major Transfer Map](#)

OUS school to which the course will transfer

OSU - Oregon State University

Comparable
course(s)

[ENG LDT +AH: ADAPTATION: LIT INTO FILM](#) [ENG 305 Topics in Film \(PSU\)](#)

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

[Oregon University Transfer Equivalency](#)

[Guide – 2024-2025](#) [PSU catalog and Major Transfer Map](#)

OUS school to which the course will transfer

~~OSU-C--OSU-Cascade~~

Comparable
course(s)

~~ENG 305 Topics in Film (PSU)~~

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

~~PSU catalog and Major Transfer Map~~

OUS school to which the course will transfer

PSU - Portland State University

Comparable
course(s)

ENGLD Lower Division Elective ~~ENG 305 Topics in Film (PSU)~~

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

[Oregon University Transfer Equivalency](#)

[Guide – 2024-2025 PSU catalog and Major Transfer Map](#)

OUS school to which the course will transfer

~~SOU - Southern Oregon University~~

Comparable

course(s)

~~ENG 305 Topics in Film (PSU)~~

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

~~PSU catalog and Major Transfer Map~~

OUS school to which the course will transfer

UO - University of Oregon

Comparable

course(s)

[ENG200T](#) ~~ENG 305 Topics in Film (PSU)~~

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

[Oregon University Transfer Equivalency](#)

[Guide – 2024-2025](#) ~~PSU catalog and Major Transfer Map~~

OUS school to which the course will transfer

~~WOU - Western Oregon University~~

Comparable

course(s)

~~ENG 305 Topics in Film (PSU)~~

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

~~PSU catalog and Major Transfer Map~~

Please attach documentation

Reviewer Comments

Course Change Request

Date Submitted: 04/15/26 9:44 am

Viewing: **MTH-244 : Statistics II**

Last approved: 04/05/25 4:44 am

Last edit: 04/20/26 12:53 pm

Changes proposed by: Kelly Mercer (kelly.mercer)

Related GenEd:

[MTH-244: Statistics II](#)

Catalog Pages
referencing this
course

[Associate of Arts Oregon Transfer \(AAOT\)](#)
[Associate of General Studies \(AGS\)](#)
[Biology Emphasis, AS - with Portland State University](#)
[Core Transfer Map \(CTM\)](#)
[Math Course Pathways and Prerequisites](#)
[Mathematics \(MTH\)](#)
[Music Emphasis, AS - with Portland State University](#)
[Oregon Transfer Module \(OTM\)](#)

Programs
referencing this
course

[AS.PSUMUSIC: AS, Music, PSU](#)
[NA.OTM: Oregon Transfer Module](#)
[AS.PSUBIOLOGY: AS, Biology, PSU](#)
[NA.CTM: Core Transfer Map](#)
[AS.THUMDEVFAM: Human Development and Family Services \(AST\)](#)
[AA.THUMDEVFAM: Human Development and Family Services \(AAT\)](#)
[AA.OREGONTRANSFER: Associate of Arts Oregon Transfer \(AAOT\)](#)
[AGS.GENERAL: Associate of General Studies](#)

In Workflow

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

Approval Path

1. 04/15/26 11:22 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 04/21/26 5:07 pm
Kelly Mercer (kelly.mercer):
Approved for DAFC Curriculum Committee Outline Review Team

History

1. Nov 7, 2023 by
Megan Feagles (megan.feagles)
2. Apr 5, 2025 by Kelly Mercer (kelly.mercer)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix MTH - Mathematics

Course Number 244

Department Mathematics

Division Academic Foundations and Connections
(AFAC)

Course Title Statistics II

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

The tools learned in STAT-243Z are used for performing inference of data. Hypothesis tests and confidence intervals for both one and two populations, linear regression, and chi-square tests are explored. ~~The tools learned in Statistics I are purposed for inference of data via the use of hypothesis tests and confidence intervals for both one and two populations, linear regression, and chi-square tests.~~

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

STAT-243Z with a C or better

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?

Winter/Spring ~~Summer/Winter/Spring~~

Will this class use library resources?

No

Course Certifications

Is this a Related Instruction course?

Yes

Related Instruction Area Computation

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

Yes

General Education Outcome(s)
Mathematics

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	analyze raw and summarized data to make inferences, then use these inferences <u>using appropriate technology;</u> to inform and build knowledge with others; (MA1)
2	<u>apply appropriate categorical and numerical inference techniques for univariate, bivariate, and multi-variate data sets;</u> identify appropriate techniques of inference for an array of complex situations; (MA1)
3	<u>analyze the theoretical requirements for inference and the limitations of inference techniques and results in a variety of data scenarios;</u> confidently engage with scenarios involving data, their graphical representations, and implications; (MA2)

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

4

construct thorough interpretations of the results of inference justifying the use of technique, meaning of results, and theoretical and practical limitations. ~~construct viable arguments about inference and critique the reasoning of others. (MA2)~~

AAOT/ASOT General Education Outcomes Course Outline Mapping Chart

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

WR: Writing Outcomes

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

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

Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

Engage in ethical communication processes that accomplish goals.

Respond to the needs of diverse audiences and contexts.

Build and manage relationships.

Outcome Assessment Strategies

Outcomes Assessment Strategies

Presentations

Projects

Writing Assignments

Major Topic Outline

1. Estimating Proportions and Means in one and two populations using Confidence Intervals; 2. Using Confidence Intervals in Decision-Making; 3. Normalized vs. "Student's t" Critical Values; 4. Paired vs Unpaired Differences; 5. An Overview of Hypothesis Testing: p-Value, Critical Value, Statistical Significance, Type I and II Errors; 6. Special Concerns for Hypothesis Testing: Sample Size, Statistical Significance, and Practical Importance; 7. The Relationship Between Significance Tests and Confidence Intervals; 8. Choosing an Appropriate Inference Procedure; 9. Hypothesis Tests for Population Proportions and Means in one and two populations; 10. An Overview of Linear Regression: Scatterplots, Regression Lines, Correlation, Causation; 11. Inference on Linear Regression in context; 12. Chi-Square Methods for Inference; 13. Analysis of variance (ANOVA) Methods for Inference

1. Estimating Proportions using Confidence Intervals a. Overview of Confidence Intervals b. Finding a Confidence Interval for a Population Proportion c. Confidence Interval for the Difference in Two Population Proportions d. Using Confidence Intervals in Decision-Making 2. Estimating Means using Confidence Intervals a. Finding a Confidence Interval for a Population Mean b. Studentized vs Normalized Critical Values c. Confidence Intervals for the Population Mean of Paired Differences d. Confidence Interval for the Difference in Two Population Means e. Understanding Any Confidence Interval 3. An Overview of Hypothesis Testing a. History of Hypothesis Test b. The Meaning of the p-Value c. The Meaning of the Critical Value d. Studentized vs Normalized Critical Values e. Statistical Significance f. Type I and II Errors g. Special Concerns for Hypothesis Testing: Sample Size, Statistical Significance, and Practical Importance h. The Relationship Between Significance Tests and Confidence Intervals i. Choosing an Appropriate Inference Procedure 4. Hypothesis Tests for Population Proportions a. Testing Hypotheses about a Population Proportion b. Testing Hypotheses about the Difference in Two Population Proportions c. Inference of Given Data in Context 5. Hypothesis Tests for Population Means a. Testing Hypotheses about one Population Mean b. Testing Hypotheses about the Population Mean of Paired Differences c. Hypothesis Testing about the Difference in Two Population Means d. Inference of Given Data in Context 6. Linear Regression a. Scatterplots b. Regression Lines c. Correlation d. Correlation vs Causation e. Sample and Population Regression Models f. Inference about the Slope of a Linear Regression in context 7. Chi-Square Methods for Inference a. The Chi-Square Test b. Testing for Homogeneity of Proportions and for Independence c. Fisher's Exact Test for Two-Way Tables d. Testing for Goodness-of-Fit

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)

~~PSU: STAT244 UO: MATH243 OSU: ST202 EOU: STAT LDT OIT: MASC000 (Elective) SOU: MTH243
WOU: MTH2XX (LD Elective)~~

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

~~Course equivalency guides on institution sites~~

OUS school to which the course will transfer

OSU - Oregon State University

Comparable

course(s)

ST202 or ST 244 PSU: STAT244 UO: MATH243 OSU: ST202 EOU: STAT LDT OIT: MASC000
(Elective) SOU: MTH243 WOU: MTH2XX (LD Elective)

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

Transferology lists ST 202 which OSU lists as equivalent to ST 244
<https://catalog.oregonstate.edu/courses/st/> ~~Course equivalency guides on institution sites~~

OUS school to which the course will transfer

~~OSU-C -- OSU-Cascade~~

Comparable

course(s)

~~PSU: STAT244 UO: MATH243 OSU: ST202 EOU: STAT LDT OIT: MASC000 (Elective) SOU: MTH243
WOU: MTH2XX (LD Elective)~~

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

~~Course equivalency guides on institution sites~~

OUS school to which the course will transfer

PSU - Portland State University

Comparable

course(s)

STAT 244 PSU: STAT244 UO: MATH243 OSU: ST202 EOU: STAT LDT OIT: MASC000 (Elective) SOU:
MTH243 WOU: MTH2XX (LD Elective)

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

Transferology, college website, communication with college ~~Course equivalency guides on
institution sites~~

OUS school to which the course will transfer

~~SOU - Southern Oregon University~~

Comparable

course(s)

~~PSU: STAT244 UO: MATH243 OSU: ST202 EOU: STAT LDT OIT: MASC000 (Elective) SOU: MTH243
WOU: MTH2XX (LD Elective)~~

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

~~Course equivalency guides on institution sites~~

OUS school to which the course will transfer

UO - University of Oregon

Comparable
course(s)

MATH 221T ~~PSU: STAT244 UO: MATH243 OSU: ST202 EOU: STAT LDT OIT: MASC000 (Elective)~~

~~SOU: MTH243 WOU: MTH2XX (LD Elective)~~

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

Transferology ~~Course equivalency guides on institution sites~~

OUS school to which the course will transfer

~~WOU - Western Oregon University~~

Comparable
course(s)

~~PSU: STAT244 UO: MATH243 OSU: ST202 EOU: STAT LDT OIT: MASC000 (Elective) SOU: MTH243~~

~~WOU: MTH2XX (LD Elective)~~

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

~~Course equivalency guides on institution sites~~

OUS school to which the course will transfer

[OIT - Oregon Institute of Technology](#)

Comparable
course(s)

[MATH 361 \(with completion of MTH-111Z\)](#)

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

[Transferology and college website](#)

<https://catalog.oit.edu/courses/MATH361>

Please attach documentation

Reviewer Comments

Course Change Request

Date Submitted: 04/14/26 1:09 pm

Viewing: **SOC-210 : Marriage, Family, & Intimate Relations**

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

Last edit: 04/14/26 1:11 pm

Changes proposed by: Erich Pfeifer (erichp)

Catalog Pages
referencing this
course

- [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](#)
- [Computer Science \(AST\)](#)
- [Core Transfer Map \(CTM\)](#)
- [Electrical Engineering Emphasis, AS - with Oregon State University](#)
- [Electronics Engineering Technology, AAS](#)
- [English AAT](#)
- [Environmental Engineering Emphasis, AS - with Oregon State University](#)
- [Human Services Generalist, AAS](#)
- [Human Services Generalist, Certificate](#)
- [Industrial Engineering Emphasis, AS - with Oregon State University](#)
- [Microelectronics Systems Technology, AAS](#)
- [Music Emphasis, AS - with Portland State University](#)
- [Oregon Transfer Module \(OTM\)](#)
- [Sociology \(SOC\)](#)

Programs
referencing this
course

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

In Workflow

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

Approval Path

- 04/14/26 1:15 pm
Megan Feagles (megan.feagles):
Approved for Curriculum Office
- 04/20/26 9:15 am
Deanna Myers (deanna.myers):
Approved for DASC Curriculum Committee Outline Review Team

History

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

[AAS.MICROSYSTECH: Microelectronics Systems Technology](#)
[AS.PSUMUSIC: AS, Music, PSU](#)
[AS.TBIOLOGY: Biology \(AST\)](#)
[NA.OTM: Oregon Transfer Module](#)
[AS.TCOMPSCIESWO, AS.TCOMPSCIOSPSUO: Computer Science \(AST\)](#)
[AS.TBUSINESS: Business \(AST\)](#)
[NA.CTM: Core Transfer Map](#)
[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 \(AAT\)](#)
[AS.OSUCHEMENGR: AS, Chemical Engineering, OSU](#)
[AS.OSUELCOMPENGR: AS, Electrical Engineering, OSU](#)
[AAS.ELECTRONENGTECH: Electronics Engineering Technology](#)
[AA.OREGONTRANSFER: Associate of Arts Oregon Transfer \(AAOT\)](#)
[AGS.GENERAL: Associate of General Studies](#)
[AA.TENGLISH: English \(AAT\)](#)
[AS.OSUENVIRENGR: AS, Environmental Engineering, OSU](#)
[AAS.HUMANSERVGEN: Human Services Generalist](#)
[CC.HUMANSERVGEN: Human Services Generalist](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix SOC - Sociology

Course Number 210

Department Social Sciences

Division Arts and Sciences

Course Title Marriage, Family, & Intimate Relations

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

This course will introduce students to the study of marriage, intimate relations and family systems from the sociological viewpoint. Students will examine the ways in which race, class, gender, sexuality, community, and society influence patterns of courtship, intimate relations, marriage, and family, and explore the various challenges facing families today.

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?

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?

Yes

General Education Outcome(s)

Social Sciences

Cultural Literacy

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	analyze and demonstrate an understanding of the sociological approaches to the study of family systems, courtship and dating, intimate relationships, and marriage; (SS1)
2	identify and discuss the historical variation in family systems within and across cultures;
3	exhibit knowledge of the diversity processes and experiences of courtship, dating, intimacy and marriage across race, class, gender, and sexuality through written and oral analyses; (CL1)
4	critically analyze the impact of different social, economic, political and cultural issues on family systems using a variety of sociological perspectives; (CL1)(SS2)
5	analyze social phenomena by evaluating information, evidence, argument and/or theory to draw logical conclusions or implications. (SS1)

AAOT/ASOT General Education Outcomes Course Outline Mapping Chart

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

WR: Writing Outcomes

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

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

Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

Engage in ethical communication processes that accomplish goals.

Respond to the needs of diverse audiences and contexts.

Build and manage relationships.

SS: Social Science Outcomes

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

S

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

S

Outcome Assessment Strategies

Outcomes Assessment Strategies

General Examination

Projects

Writing Assignments

Major Topic Outline

1. Various theories, perspectives and approaches to family studies, marriage and intimate relationships. 2. Differing patterns of initiation, development and maintenance of families, marriage and intimate relationships. 3. Social, political and economic challenges facing families historically and cross culturally; impact on family organization. 4. Problems of family systems, marriage and intimate relationships.

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)

~~SOU: LDT PSU: LDT WOU: SOC 338 OIT: SOC 210~~

How does it transfer?

~~general education or distribution requirement
general elective~~

Evidence of transferability

~~Other. Please explain:~~

Explanation of other evidence of transferability

~~web research~~

OUS school to which the course will transfer

OIT - Oregon Institute of Technology

Comparable
course(s)

SOC 210 ~~SOU: LDT PSU: LDT WOU: SOC 338 OIT: SOC 210~~

How does it transfer?

general education or distribution requirement
general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

web research

OUS school to which the course will transfer

~~OSU - Oregon State University~~

Comparable
course(s)

~~SOU: LDT PSU: LDT WOU: SOC 338 OIT: SOC 210~~

How does it transfer?

~~general education or distribution requirement
general elective~~

Evidence of transferability

~~Other. Please explain.~~

Explanation of other evidence of transferability

~~web research~~

OUS school to which the course will transfer

~~OSU-C - OSU-Cascade~~

Comparable

course(s)

~~SOU: LDT PSU: LDT WOU: SOC 338 OIT: SOC 210~~

How does it transfer?

~~general education or distribution requirement~~

~~general elective~~

Evidence of transferability

~~Other. Please explain.~~

Explanation of other evidence of transferability

~~web research~~

OUS school to which the course will transfer

PSU - Portland State University

Comparable

course(s)

LDT ~~SOU: LDT PSU: LDT WOU: SOC 338 OIT: SOC 210~~

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

web research

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable

course(s)

LDT ~~SOU: LDT PSU: LDT WOU: SOC 338 OIT: SOC 210~~

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

web research

OUS school to which the course will transfer

~~UO - University of Oregon~~

Comparable

course(s)

~~SOU: LDT PSU: LDT WOU: SOC 338 OIT: SOC 210~~

How does it transfer?

~~general education or distribution requirement~~

~~general elective~~

Evidence of transferability

~~Other. Please explain:~~

Explanation of other evidence of transferability

~~web research~~

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable

course(s)

SOC 338 ~~SOU: LDT PSU: LDT WOU: SOC 338 OIT: SOC 210~~

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

web research

Please attach documentation

Reviewer Comments

Course Change Request

Date Submitted: 04/06/26 4:34 pm

Viewing: **WR-127 : Scholarship Essay Writing**

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

Last edit: 04/14/26 1:16 pm

Changes proposed by: Abraham Encinas (abraham.encinas)

Catalog Pages
referencing this
course

[Music Technology, AAS](#)
[Writing \(WR\)](#)

Programs
referencing this
course

[AAS.MUSICTECH: Music Technology](#)

Credits/Hours/Instructional Method Change

In Workflow

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

Approval Path

1. 04/07/26 6:38 am
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 04/14/26 10:29 am
Kelly Mercer (kelly.mercer):
Approved for DAFC Curriculum Committee Outline Review Team

History

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

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix WR - Writing

Course Number 127

Department English

Division Academic Foundations and Connections
(AFAC)

Course Title Scholarship Essay Writing

Grading

Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit Yes

Min Credit 1.00

Variable Credit No

Contact hours

Lecture 11.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 11

Proposed Effective 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

Introduces scholarship application resources and search strategies to help students find scholarships that are 'right for me'. Focuses on learning to 'tell my story' by drafting, revising, and editing essays for scholarship applications. ~~Introduces scholarship resources and the application process. Examines and applies the concept of 'telling the story of me,' and drafting, revising, and editing a complete scholarship application essay.~~

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/Winter

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

Yes

Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	<u>use search strategies to locate scholarships for which they qualify;</u> locate and use scholarship information and resources;
2	<u>create an organized list of scholarships for which they can potentially apply;</u> demonstrate an understanding of the scholarship application process;
3	<u>understand the scholarship application process and the scholarship requirements;</u> identify non-CCC scholarship targets;
4	<u>reflect on their skills, background, and experiences to identify their personal strengths;</u> identify strengths, skills, and experiences to highlight in the essay;

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

5	write <u>personal narrative essays aimed at convincing</u> appropriately for the scholarship reading audience;
6	<u>write polished scholarship essays using a writing process that includes drafting, peer reviewing, applying feedback, revising, and editing.</u> complete a scholarship essay, including drafting, receiving feedback, revising, and editing.

Major Topic Outline

1. Overview of the scholarship application process. 2. Using scholarship resources to locate and organize scholarships. ~~Scholarship resources and how to find them.~~ 3. Understanding what scholarship readers are looking for. 4. Essential parts of the scholarship essay. 5. ~~4.~~ Student self-assessment of ~~Identifying~~ strengths, skills, and experiences. 6. ~~5.~~ Generating ideas in a pre-writing process. 7. ~~6.~~ Writing “the story of me”. ~~7.~~ ~~Revising the draft for content and organization.~~ 8. Working with peers to compare search strategies and identify areas for revision of essays. ~~revision.~~ 9. Receiving one-to-one feedback from instructor(s), scholarship readers, and tutors. 10. Revising the draft ~~Editing~~ for content, organization, concision, and correctness. 11. Review of the scholarship search and writing process to help students complete their scholarship applications. ~~Review of process and resources.~~ 12. ~~Review of next steps.~~ 13. Sharing/presenting essays.

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)

[LDT SCHOLARSHIP ESSAY WRITING](#)

How does it transfer?

[general elective](#)

Evidence of transferability

[Other. Please explain.](#)

Explanation of other evidence of transferability

[Oregon State University](#)

<https://admissions.oregonstate.edu/course-articulations-clackamas-community-college>

OUS school to which the course will transfer

[WOU - Western Oregon University](#)

Comparable
course(s)

[WR 1XX LOWER DIVISION ELECTIVE](#)

How does it transfer?

[general elective](#)

Evidence of transferability

[Other. Please explain.](#)

Explanation of other evidence of transferability

https://tes.collegesource.com/publicview/TES_publicview01.aspx?rid=602e19ec-0d30-4305-bf62-d52d2cfa2552&aid=729adf92-8338-470f-a084-38aef5616f4f

Please attach documentation

Reviewer Comments

Key: 1581

[Preview Bridge](#)

Course Number	Title	Implementation
ECE-114	Math and Science for Young Children	2026/SU

Course Change Request

New Course Proposal

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

Viewing: **ECE-114 : Math and Science for Young Children**

Last edit: 04/22/26 3:45 pm

Changes proposed by: Dawn Hendricks (dawn.hendricks)

Programs
referencing this
course

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

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix ECE - Early Childhood Education

Course Number 114

Department Education, Human Services and Criminal Justice

Division Technology, Applied Science and Public Services (TAPS)

Course Title
Math and Science for Young Children

In Workflow

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

Approval Path

1. 04/08/26 12:13 pm
Megan Feagles (megan.feagles):
Approved for Curriculum Office
2. 04/09/26 11:17 am
Armetta Burney (armetta.burney):
Approved for DTSP Dean
3. 04/22/26 3:46 pm
Erin Gravelle (erin.gravelle):
Approved for DTSP Curriculum Committee Outline Review Team

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

This course focuses on exploring mathematics and science with young children. The components of mathematics and science will be explored. Emphasis will be placed on appropriate teaching strategies to promote mathematical and scientific knowledge in children. The physical classroom environment will be examined to ensure it fosters mathematics and science learning.

Type of Course (ACTI Code)

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

Reason for the Proposal

The current math course ECE students take, ED 114, has evolved into more of a K-12 and CTE focus.

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

HDF-247

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in

Print in Schedule

Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall

Will this class use library resources?

No

Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

ECE-114ES - Matemáticas y ciencias para niños pequeños

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	explain the mathematics and science standards that are applicable for young children;
2	identify the components of mathematics and science for young children;
3	identify appropriate strategies for the development of scientific and mathematical explorations in children;
4	design classroom experiences and materials that promote children's investigative skills;
5	plan and design age-appropriate mathematics and science activities for young children, from infancy through kindergarten.

Major Topic Outline

The components of mathematics: number Sense; algebra and functions (classification and patterns); measurement; geometry. 2) Mathematics standards. 3) Science standards 4) Components of science for young children: 5) Designing and implementing math experiences 6) Promoting science exploration. 7) Setting up the indoor and the outdoor environments to promote investigation and exploration. 8) STEM with young children 9) How to engage parents in supporting their children's math and science learning.

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: 4621

[Preview Bridge](#)

Program	Implementation
Early Childhood Education & Family Studies AAS	2026/SU

Program Change Request

Date Submitted: 04/08/26 1:04 pm

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

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

Last edit: 04/08/26 1:16 pm

Changes proposed by: Dawn Hendricks (dawn.hendricks)

Catalog Pages Using
this Program
[Early Childhood Education & Family Studies, AAS](#)

Change Type

Program Contact Information

Are you the Faculty Contact Person?

Yes

In Workflow

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

Approval Path

1. 04/08/26 12:38 pm
Megan Feagles (megan.feagles):
Rollback to Initiator
2. 04/08/26 1:17 pm
Megan Feagles (megan.feagles):
Approved for Curriculum Office
3. 04/08/26 1:22 pm
Laurette Scott (laurette): Approved for EHCJ Chair
4. 04/09/26 11:15 am
Armetta Burney (armetta.burney):
Approved for DTPS Dean

History

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

3. Feb 7, 2023 by
Megan Feagles
(megan.feagles)
4. Feb 15, 2023 by
Megan Feagles
(megan.feagles)
5. Feb 15, 2023 by
Megan Feagles
(megan.feagles)
6. Apr 18, 2023 by
Megan Feagles
(megan.feagles)
7. Apr 18, 2023 by
Megan Feagles
(megan.feagles)
8. Jun 5, 2023 by
Megan Feagles
(megan.feagles)
9. Sep 26, 2023 by
Megan Feagles
(megan.feagles)
10. Oct 30, 2023 by
Megan Feagles
(megan.feagles)
11. Feb 8, 2024 by
Megan Feagles
(megan.feagles)
12. Apr 5, 2024 by
Dawn Hendricks
(dawn.hendricks)
13. Jun 11, 2024 by
Megan Feagles
(megan.feagles)
14. Dec 6, 2024 by
Dawn Hendricks
(dawn.hendricks)
15. Apr 4, 2025 by
Megan Feagles
(megan.feagles)
16. Mar 25, 2026 by
Dawn Hendricks

(dawn.hendricks)
17. Apr 3, 2026 by
Megan Feagles
(megan.feagles)

Program Overview

Name of Proposed Program

Early Childhood Education & Family Studies

Program Code AAS.EARLYCHILDFAM

Award (CCWD)

AAS Degree (90-108 credits) (AAS)

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

Educational Focus Teaching and Education
Area

Effective Catalog 2026-2027
Edition

Career Area Human Resources

Department Education, Human Services and Criminal
Justice

Division Technology, Applied Science and Public
Services (TAPS)

Other locations (institutions) this Program will be offered

CIP Code 19.0708 - Child Care and Support Services
Management.

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

Yes

Please attach [Dept Mtg Mins 3 26.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	1a: understand the developmental period of early childhood from birth through age eight across physical, cognitive, social and emotional, and linguistic domains including bilingual/multilingual development;
2	1b: understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices;
3	1c: understand the ways that child development and the learning process occur within multiple contexts, including family, culture, language, community, and early learning settings as well as within a larger societal context that includes structural inequities;
4	1d: use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child;
5	2a: know about, understand and value the diversity of families;
6	2b: collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement;
7	2c: use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools and community organizations and agencies;
8	3a: understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings;
9	3b: know a wide range of types of assessments, their purposes and their associated methods and tools;

	Outcome(s)
10	3c: use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child;
11	3d: build assessment partnerships with families and professional colleagues;
12	4a: understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children;
13	4b: understand and use teaching skills that are responsive to the learning trajectory of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills is critical for young children;
14	4c: use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias and evidence-based teaching skills and strategies that reflect the principles of universal design for learning;
15	5a: understand content knowledge and resources - the central concepts, methods and tools of inquiry, and structure, and resources for the academic disciplines in an early education curriculum;
16	5b: understand pedagogical content knowledge—how young children learn in each discipline - and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children's learning in each content area;
17	5c: modify teaching practices by applying, expanding, integrating and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge;
18	6a: identify and involve oneself with the early childhood field and serve as an informed advocate for young children, families and the profession;
19	6b: know about and uphold ethical and other early childhood professional guidelines;
20	6c. use professional communication skills, including technology mediated strategies, to effectively support young children's learning and development and work with families and colleagues;
21	6d: engage in continuous, collaborative learning to inform practice;
22	6e: develop and sustain the habit of reflective and intentional practice in their daily practice with young children and as members of the early childhood profession.

Proposed Curriculum

Plan of Study Grid

First Year

Fall Term	Credits
<u>ECE-150</u> Introduction to Early Childhood Education & Family Studies	4.00
<u>ECE-235</u> Safety, Health and Nutrition	3.00
<u>ED-216</u> Foundations of Education	4.00
<u>FYE-101</u> First Year Experience Level I	2.00
<u>WR-121Z</u> Composition I	4.00
Credits	17

Winter Term

<u>ECE-121</u> Observation and Guidance I in ECE Settings	4.00
<u>ECE-154</u> Language & Literacy Development in Young Children	4.00
<u>ECE-170</u> Introduction to Field Experiences	1.00
<u>HDF-225</u> Prenatal, Infant & Toddler Development	3.00
Select one of the following:	4.00

[MTH-050](#) Technical Mathematics I

[MTH-065](#) Algebra II

[MTH-098](#) College Math Foundations

Credits 16

Spring Term

<u>ECE-240</u> Environments and Curriculum Planning	4.00
<u>ECE-280</u> Early Childhood Education/CWE	3.00
<u>ED-258</u> Culturally Responsive Education	3.00
<u>HDF-247</u> Preschool Through Adolescent Child Development	3.00
Credits	13

Second Year

Fall Term

<u>ECE-114</u> <u>Course ECE-114 Not Found</u>	<u>3.00</u>
<u>ECE-221</u> Observation & Guidance II in ECE Settings	4.00
<u>ECE-241</u> Environments and Curriculum Planning: Infants and Toddlers	3.00
<u>ED-114</u> Integrated Math Methods	3.00
<u>ED-246</u> School, Family & Community Relations	4.00
Credits	14

Winter Term

<u>ECE-291</u> Practicum II	4.00
<u>ED-254</u> Instructional Strategies for Dual Language Learners	3.00
<u>ED-269</u> Overview of Special Education	3.00
<u>Electives</u>	4.00
Credits	14

Spring Term

ECE-179	The Professional in Early Childhood Education and Family Studies	4.00
ECE-239	Trauma-Informed Practices in Early Care and Education	3.00
ECE-292	Practicum III	4.00
HDF-140	Contemporary American Families	3.00
HPE-295	Health & Fitness for Life	3.00
	Credits	17
	Total Credits	91

Electives

BA-101Z	Introduction to Business	4.00
BI-101	General Biology; Cellular Biology	4.00
COMM-111Z	Public Speaking	4.00
COMM-140	Introduction to Intercultural Communication	4.00
MTH-105Z	Math in Society	4.00
PSY-215	Introduction to Developmental Psychology	4.00
SOC-204Z	Introduction to Sociology	4.00
SPN-101Z	First-year Spanish I	4.00
SPN-102Z	First-year Spanish II	4.00
WR-122Z	Composition II	4.00

All courses must be passed with a C or better

Reviewer

Comments

Megan Feagles (megan.feagles) (04/08/26 12:38 pm): Rollback: ECE-114 outline says it's offered in spring, but the course is placed in fall in this program. move in program or update outline (let me know if I need to roll back outline). Please populate the credits for the new ECE-114 course

Course Number	Title	Implementation
CJA-170	Careers in Criminal Justice	2026/SU
CJA-211	Criminal Investigation II	2026/SU

Course Change Request

A deleted record cannot be edited

Course Inactivation Proposal

Date Submitted: 03/03/26 4:31 pm

Viewing: **CJA-170 : Careers in Criminal Justice**

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

Last edit: 03/04/26 4:48 am

Changes proposed by: Tim Musgrave (tim.musgrave)

Catalog Pages
referencing this
course

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

Justification for this
inactivation request

In Workflow

1. Curriculum Office
2. DTPS Dean
3. Curriculum Office
4. Curriculum
Committee
Approval
5. Colleague

Approval Path

1. 03/31/26 1:15 pm
Megan Feagles
(megan.feagles):
Approved for
Curriculum Office
2. 03/31/26 2:37 pm
Armetta Burney
(armetta.burney):
Approved for DTPS
Dean
3. 04/06/26 12:03 pm
Megan Feagles
(megan.feagles):
Approved for
Curriculum Office
4. 04/08/26 12:16 pm
Megan Feagles
(megan.feagles):
Rollback to
Curriculum Office
for Curriculum
Committee
Approval

History

1. Nov 7, 2023 by Megan Feagles (megan.feagles)
2. Mar 29, 2024 by Megan Feagles (megan.feagles)
3. Jan 18, 2025 by Tim Musgrave (tim.musgrave)

Course material is no longer applicable. Further, in prior courses outside resources were used at an additional cost to students that have not been used for some time. A significant focus of the course was to task students with program assessments, which can be better accomplished via other means.

Is Topic Shell Course?

Are you the Faculty Contact Person?

Course Prefix	CJA - Criminal Justice
Course Number	170
Department	Education, Human Services and Criminal Justice
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	Careers in Criminal Justice

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.

Course Description

Prepares students for pursuing a career in the Criminal Justice field. Explores careers in the criminal justice system, including law enforcement, the practice of law, courts, corrections, and private security. Addresses hiring processes, promotions, and workplace ethics. Students will begin creating an e-portfolio. As part of the e-portfolio process, students will analyze first year CJA courses and second year fall term CJA courses for assessment purposes. Provides information on choosing Cooperative Work Experience or Service learning placement in preparation for Criminal Justice Capstone course.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Foundational Requirement

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in

Print in Schedule

Schedule

Hide course in catalog

No

When do you plan to offer this course?

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

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	review and analyze knowledge and skills gained in first year criminal justice courses, emphasizing application to chosen career path;
2	identify personal characteristics and interests, and apply those to specific career paths in criminal justice and related fields;
3	develop and demonstrate effective skills for applying, testing, and interviewing for internships and positions;
4	create a personal plan for accomplishing career goals;
5	describe the professional standards, laws, and codes of conduct guiding criminal justice fields, and demonstrate a commitment to professional and ethical standards of practice;
6	list placement opportunities for Cooperative Work Experience or Service Learning.

Major Topic Outline

1. Choosing a career path in the criminal justice field. 2. Designing and completing an e-portfolio. 3. Analysis of CJA courses completed. 2. Attributes of a successful candidate. 3. Physical fitness and ORPAT testing. 4. The Criminal Justice application process and background investigations. 5. The interview, appearance, and demeanor. 6. Ethics in the workplace. 7. Excelling on the job.

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)

Career Exploration courses

How does it transfer?

required or support for major

Evidence of transferability

OUS school to which the course will transfer

OSU - Oregon State University

Comparable

course(s)

How does it transfer?

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Listed as elective credit on OSU website

Please attach documentation

[All OSU CJA Course Equivalencies for Clackamas Community](#)

[College.docx](#)

[2023 2024 AAOT Oregon CC into BS in CCJ at PSU Transfer Guide.pdf](#)

Reviewer Comments

Course Change Request

A deleted record cannot be edited

Course Inactivation Proposal

Date Submitted: 03/03/26 4:37 pm

Viewing: **CJA-211 : Criminal Investigation II**

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

Last edit: 03/04/26 4:48 am

Changes proposed by: Tim Musgrave (tim.musgrave)

Catalog Pages
referencing this
course

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

Justification for this
inactivation request

In Workflow

1. Curriculum Office
2. DTPS Dean
3. Curriculum Office
4. Curriculum
Committee
Approval
5. Colleague

Approval Path

1. 03/31/26 1:15 pm
Megan Feagles
(megan.feagles):
Approved for
Curriculum Office
2. 03/31/26 2:38 pm
Armetta Burney
(armetta.burney):
Approved for DTPS
Dean
3. 04/06/26 12:03 pm
Megan Feagles
(megan.feagles):
Approved for
Curriculum Office
4. 04/08/26 12:16 pm
Megan Feagles
(megan.feagles):
Rollback to
Curriculum Office
for Curriculum
Committee
Approval

History

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

Most of the material in this course to advanced for an entry level through five year law enforcement officer. Additionally, much of the material is a repeat of CJA 210. With minor adjustments to CJA 210, students will still receive the foundational knowledge and skills needed to be hired and excel at the State academy.

Is Topic Shell Course?

Are you the Faculty Contact Person?

Course Prefix	CJA - Criminal Justice
Course Number	211
Department	Education, Human Services and Criminal Justice
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	Criminal Investigation II

Grading

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

Contact hours

Lecture 33.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 33

Proposed Effective 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

Continues the study and application of investigative techniques for specific offenses, including: death investigations, domestic violence, elder abuse and sexual offenses. Identifies similarities, differences, and elements of proof needed under state statutes and documentation of investigations through comprehensive reports.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Elective Only

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

CJA-210 with a C or better

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in
Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

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	analyze the legal elements required to prove a criminal case;
2	examine basic investigative processes for case specific scenarios or examples;
3	evaluate information required to complete comprehensive investigative reports;
4	conduct basic investigative interviews.

Major Topic Outline

1. Review basic investigations. 2. Police reports - content and completion. 3. Death investigations. 4. Domestic violence investigations. 5. Sexual offense investigations. 6. Violent crime investigations. 7. Property crime investigations. 8. Overview of computer crime investigations.

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)

SOU-CCJ261, WOU-CJ 321 PSU-Lower division transfer/elective

How does it transfer?

general elective

required or support for major

Evidence of transferability

OUS school to which the course will transfer

OSU - Oregon State University

Comparable
course(s)

How does it transfer?

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Website

Please attach documentation

[2023 2024 AAOT Oregon CC into BS in CCJ at PSU Transfer Guide.pdf](#)

[All OSU CJA Course Equivalencies for Clackamas Community](#)

[College.docx](#)

Reviewer Comments

Course Number	Title	Implementation
CJA-209	Fundamentals of Patrol: Law, Tactics, and Use of Force	2026/SU

Course Change Request

New Course Proposal

Date Submitted: 04/27/26 5:11 pm

Viewing: **CJA-209 : Fundamentals of Patrol: Law, Tactics, and Use of Force**

Last edit: 04/27/26 5:11 pm

Changes proposed by: Tim Musgrave (tim.musgrave)

Programs
referencing this
course

[AAS.CRIMJUSTICE: Criminal Justice](#)

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

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix CJA - Criminal Justice

Course Number 209

Department Education, Human Services and Criminal Justice

Division Technology, Applied Science and Public Services (TAPS)

Course Title Fundamentals of Patrol: Law, Tactics, and Use of Force

In Workflow

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

Approval Path

1. 04/27/26 5:12 pm
Dru Urbassik (dru.urbassik):
Approved for Curriculum Office
2. 04/27/26 5:21 pm
Armetta Burney (armetta.burney):
Approved for DTPS Dean

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 will identify and explain the principles of modern police patrol by analyzing strategies and observation techniques that move beyond theory to the application of constitutional and statutory requirements. Students will integrate officer safety tactics with legal, ethical, and policy requirements by evaluating complex scenarios and justifying their actions.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Discipline Studies

Reason for the Proposal

Feedback from local law enforcement agencies is new recruits are failing agency training due to a lack of knowledge and application of the law and officer safety practices, especially under stress. This course is an introductory course designed to educate and integrate legal, officer safety, and ethical practices for application. The updated course objectives are designed to increase a student's legal knowledge, introduce tactical principles, the ability to communicate and make ethical decisions. This course will better prepare students to be hired and successfully graduate from the required State academy.

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

CJA-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?

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 and explain patrol tactics including patrol patterns, observation techniques, and proactive policing strategies;
2	analyze patrol scenarios and correctly apply Fourth, Fifth, and Sixth Amendment principles to stops, searches, arrests, and use-of-force decisions, demonstrating legal justification in written and practical assessments;
3	demonstrate proper contact and cover techniques, threat assessment, communication strategies, and procedural steps during pedestrian stops and vehicle stops in scenario-based exercises;
4	evaluate evolving situations and select proportional response options consistent with department policy and established legal standards, articulating their decision-making process in their reports;
5	demonstrate appropriate officer safety practices during traffic stops, suspicious person contacts, and building approaches and searches in a controlled training scenarios.

Major Topic Outline

1. Introduction to Patrol: Basic Field Procedures, Observation and Perception.
2. Decision-Making and Problem Solving

3. Traffic Stops: Procedures and Tactics
4. Hi-Risk/Unknown Risk traffic stops
5. Use of Force
6. Building Searches Fundamentals
7. Crimes in progress
8. Vehicle Pursuits
9. Radio Procedures
10. Self-Initiated Activity

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

Course Transferability

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable
course(s)

CJ 331: Police and Community: Policy Perspective or CJ 351 Police Organizations &
Administration

How does it transfer?

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Internet search

OUS school to which the course will transfer

PSU - Portland State University

Comparable
course(s)

CCJ 230: Policing in America

How does it transfer?

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Internet search

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable
course(s)

CCJ 241: Introduction to Law Enforcement

How does it transfer?

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Internet search

OUS school to which the course will transfer

EOU - Eastern Oregon University

Comparable
course(s)

CJ 240: Patrol Procedures

How does it transfer?

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Internet search

Please attach documentation

Reviewer Comments

Program	Implementation
Criminal Justice AAS	2026/SU
Criminal Justice AAS, Corrections Option	2026/SU

Program Change Request

Date Submitted: 03/31/26 12:57 pm

Viewing: **AAS.CRIMJUSTICE : Criminal Justice**

Last approved: 02/06/26 8:39 am

Last edit: 03/31/26 1:12 pm

Changes proposed by: Laurette Scott (laurette)

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

Change Type
NWCCU Portal Update

Program Contact Information

Are you the Faculty Contact Person?

Yes

In Workflow

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

Approval Path

1. 03/10/26 1:34 pm
Megan Feagles (megan.feagles): Rollback to Initiator
2. 03/30/26 12:59 pm
Megan Feagles (megan.feagles): Rollback to Initiator
3. 03/31/26 1:14 pm
Megan Feagles (megan.feagles): Approved for Curriculum Office
4. 03/31/26 2:18 pm
Laurette Scott (laurette): Approved for EHCJ Chair
5. 03/31/26 2:37 pm
Armetta Burney (armetta.burney): Approved for DTPS Dean

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. Apr 25, 2023 by
Megan Feagles
(megan.feagles)
6. Jun 5, 2023 by
Megan Feagles
(megan.feagles)
7. Oct 30, 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. Feb 6, 2026 by Tim
Musgrave
(tim.musgrave)

Program Overview

Name of Proposed Program

Criminal Justice

Program Code AAS.CRIMJUSTICE

Award (CCWD)

AAS Degree (90-108 credits) (AAS)

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

Educational Focus Area Social Sciences, Human Services and Criminal Justice

Effective Catalog Edition 2026-2027

Career Area Human Resources

Department Education, Human Services and Criminal Justice

Division Technology, Applied Science and Public Services (TAPS)

Other locations (institutions) this Program will be offered

CIP Code 43.0107 - Criminal Justice/Police Science.

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

No

Reason the Advisory Committee was not contacted.

Timeline for change too short and uncertain.

Program Award Information

Program Learning Outcomes (PLOs)

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

	Outcome(s)
1	identify and define each step in the criminal justice process, and critically analyze how a case proceeds through the system, including landmark U.S. Supreme court decisions;
2	explain the functions of law enforcement and corrections in the United States in terms of historical roots, structure and contemporary issues;
3	demonstrate knowledge of ethical practices in educational and professional settings;

	Outcome(s)
4	<u>describe</u> recognize how criminal justice professionals work effectively within a diverse society;
5	identify causes and indicators of crime and their effect on the criminal justice system's response;
6	demonstrate effective verbal communication skills in a criminal justice setting;
7	demonstrate effective written communication skills in a criminal justice setting.

Proposed Curriculum

Plan of Study Grid

First Year

Fall Term		Credits
<u>CJA-110</u>	Introduction to Law Enforcement	3.00
<u>CJA-122</u>	Criminal Law	4.00
<u>MTH-098</u>	College Math Foundations	4.00
<u>WR-121Z</u>	Composition I	4.00
	Credits	15

Winter Term

<u>CJA-101</u>	Criminology	4.00
	or <u>CJA-201</u> or Juvenile Delinquency	
<u>CJA-120</u>	Introduction to Courts	3.00
<u>CJA-203</u>	Crisis Intervention	3.00
<u>FYE-101</u>	First Year Experience Level I	2.00
<u>WR-122Z</u>	Composition II	4.00
	Credits	16

Spring Term

<u>CJA-130</u>	Introduction to Corrections	3.00
<u>CJA-213</u>	Interview & Interrogation	3.00
<u>CJA-216</u>	Implicit Bias and Policing	3.00
<u>CJA-206</u>	Trauma Informed Practices	3.00
	or <u>HS-206</u> or Trauma Informed Practices	
<u>PSY-219</u>	Introduction to Psychological Disorders	4.00
	Credits	16

Second Year

Fall Term		
<u>CJA-210</u>	Criminal Investigations	3.00
<u>CJA-214</u>	Intimate Partner Violence	3.00
<u>CJA-223</u>	Criminal Justice Ethics	3.00

<u>HDF-260</u>	Understanding Child Abuse and Neglect	3.00
<u>Electives</u>		3.00-4.00
	Credits	15-16
Winter Term		
CJA-170	Careers in Criminal Justice	3.00
CJA-211	Criminal Investigation II	3.00
<u>CJA-200</u>	<u>Community Policing</u>	<u>3.00</u>
<u>CJA-215</u>	<u>Sexual Abuse and Human Trafficking</u>	<u>3.00</u>
<u>CJA-222</u>	Procedural Law	3.00
<u>CJA-280</u>	<u>Criminal Justice/Corrections/CWE</u>	<u>3.00</u>
<u>HPE-295</u>	Health & Fitness for Life	3.00
<u>Electives</u>		<u>3.00</u>
	Credits	15
Spring Term		
CJA-200	Community Policing	3.00
<u>CJA-209</u>	<u>Course CJA-209 Not Found</u>	<u>3.00</u>
<u>CJA-212</u>	Criminal Investigation III	3.00
<u>CJA-250</u>	Reporting, Recording & Testifying	4.00
<u>CJA-270</u>	Criminal Justice Capstone	3.00
<u>CJA-280</u>	<u>Criminal Justice/Corrections/CWE</u>	<u>3.00</u>
	Credits	13
	Total Credits	90-91

Electives

Any CJA course not included in the program, or any of the following:

<u>GRN-183</u>	Death and Dying	3.00
<u>HST-131</u>	History of Crime & Punishment in Western Civilization	4.00

Reviewer

Comments

Megan Feagles (megan.feagles) (03/10/26 1:34 pm): Rollback: - An AAS needs to be at least 90 credits. With the removal of CJA-170 and CJA-211, the program only has 87-88 credits. - 2nd year winter term has 9 credits, while the other terms about about 16. A student needs at least 12 credits to be considered full time. - CJA-214 has a prerequisite of HS-100, but HS-100 is not listed in the program. Either the CJA-214 requisite needs to be changed or HS-100 needs to be added to the program before CJA-214 - Are you adding CJA-209 to the program? You should do that now if that is the plan. As mentioned in the program edit document I sent, the course will show as "course not found" and you will have to manually enter the number of credits.

Laurette Scott (laurette) (03/18/26 12:45 pm): After submitting changes we found these errors: 2nd year winter-add CJA 215, drop electives 2nd year spring-drop electives

Megan Feagles (megan.feagles) (03/30/26 12:59 pm): Rollback: CJA-210

Key: 38

Program Change Request

Date Submitted: 03/31/26 12:58 pm

Viewing: **AAS.CORRECTIONS : Criminal Justice AAS, Corrections Option**

Last approved: 02/06/26 8:39 am

Last edit: 03/31/26 1:11 pm

Changes proposed by: Laurette Scott (laurette)

Catalog Pages Using
this Program
[Criminal Justice, Corrections Option, AAS](#)

Change Type
NWCCU Portal Update

Program Contact Information

Are you the Faculty Contact Person?

Yes

In Workflow

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

Approval Path

1. 03/10/26 1:34 pm
Megan Feagles (megan.feagles): Rollback to Initiator
2. 03/30/26 12:58 pm
Megan Feagles (megan.feagles): Rollback to Initiator
3. 03/31/26 1:14 pm
Megan Feagles (megan.feagles): Approved for Curriculum Office
4. 03/31/26 2:18 pm
Laurette Scott (laurette): Approved for EHCJ Chair
5. 03/31/26 2:37 pm
Armetta Burney (armetta.burney): Approved for DTPS Dean

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. Apr 25, 2023 by
Megan Feagles
(megan.feagles)
6. Apr 25, 2023 by
Megan Feagles
(megan.feagles)
7. May 7, 2023 by
Megan Feagles
(megan.feagles)
8. Jun 5, 2023 by
Megan Feagles
(megan.feagles)
9. Mar 11, 2024 by
Megan Feagles
(megan.feagles)
10. Mar 21, 2024 by
Megan Feagles
(megan.feagles)
11. Nov 19, 2024 by
Megan Feagles
(megan.feagles)
12. Feb 6, 2026 by Tim
Musgrave
(tim.musgrave)

Program Overview

Name of Proposed Program

Criminal Justice AAS, Corrections Option

Program Code	AAS.CORRECTIONS
Award (CCWD)	AAS Degree Option (90-108 credits) (AASO)
Parent Program	AAS.CRIMJUSTICE
Type of Program (CCC)	Associate of Applied Science (AAS)
Educational Focus Area	Social Sciences, Human Services and Criminal Justice
Effective Catalog Edition	2026-2027
Career Area	Human Resources
Department	Education, Human Services and Criminal Justice
Division	Technology, Applied Science and Public Services (TAPS)
Other locations (institutions) this Program will be offered	
CIP Code	43.0102 - Corrections.

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

No

Reason the Advisory Committee was not contacted.

Timeline to submit changes was too short and uncertain.

Program Award Information

Program Learning Outcomes (PLOs)

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

	Outcome(s)
1	identify and define each step in the criminal justice process, and critically analyze how a case proceeds through the system, including landmark U.S. Supreme Court decisions;
2	explain the functions of law enforcement and corrections in the United States in terms of historical roots, structure and contemporary issues;
3	identify conditions and personal characteristics that are specific to working with offenders in an institutional or community setting, and develop strategies for coping with those conditions;
4	demonstrate knowledge of ethical practices in educational and professional settings;
5	recognize how criminal justice professionals work effectively within a diverse society;
6	identify causes and indicators of crime and their effect on the criminal justice system's response;
7	analyze contemporary issues in the adult and juvenile corrections systems in the United States and outline possible responses to those issues;
8	demonstrate effective verbal communication skills in a criminal justice setting;
9	demonstrate effective written communication skills in a criminal justice setting.

Proposed Curriculum

Plan of Study Grid

First Year

Fall Term		Credits
CJA-110	Introduction to Law Enforcement	3.00
CJA-122	Criminal Law	4.00
FYE-101	First Year Experience Level I	2.00
MTH-098	College Math Foundations	4.00
WR-121Z	Composition I	4.00
	Credits	17

Winter Term

CJA-101	Criminology	4.00
	or CJA-201 or Juvenile Delinquency	
CJA-120	Introduction to Courts	3.00
CJA-203	Crisis Intervention	3.00
FYE-101	First Year Experience Level I	2.00

<u>CJA-210</u>	<u>Criminal Investigations</u>	<u>3.00</u>
<u>HS-156</u>	Conducting Human Service Interviews	3.00
	Credits	16
Spring Term		
<u>CJA-130</u>	Introduction to Corrections	3.00
<u>CJA-206</u>	Trauma Informed Practices	3.00
	or <u>HS-206</u> or Trauma Informed Practices	
<u>CJA-216</u>	Implicit Bias and Policing	3.00
<u>PSY-219</u>	Introduction to Psychological Disorders	4.00
<u>WR-122Z</u>	<u>Composition II</u>	<u>4.00</u>
	Credits	17
Second Year		
Fall Term		
<u>CJA-223</u>	Criminal Justice Ethics	3.00
<u>CJA-252</u>	Introduction to Restorative Justice	3.00
<u>HDF-260</u>	Understanding Child Abuse and Neglect	3.00
<u>HE-163</u>	Body & Drugs I: Introduction to Abuse & Addiction	3.00
<u>HS-210</u>	Motivational Interviewing	3.00
	Credits	15
Winter Term		
<u>CJA-134</u>	Correctional Institutions	3.00
<u>CJA-170</u>	Careers in Criminal Justice	3.00
<u>CJA-215</u>	<u>Sexual Abuse and Human Trafficking</u>	<u>3.00</u>
<u>CJA-280</u>	<u>Criminal Justice/Corrections/CWE</u>	<u>3.00</u>
<u>HPE-295</u>	Health & Fitness for Life	3.00
<u>HS-211</u>	Infectious Diseases and Harm Reduction	1.00
<u>HS-216</u>	Group Counseling Skills	3.00
<u>WR-122Z</u>	Composition II	4.00
	Credits	16
Spring Term		
<u>CJA-215</u>	Sexual Abuse and Human Trafficking	3.00
<u>CJA-209</u>	<u>Course CJA-209 Not Found</u>	<u>3.00</u>
<u>CJA-232</u>	Case Management	3.00
<u>CJA-250</u>	Reporting, Recording & Testifying	4.00
<u>CJA-270</u>	Criminal Justice Capstone	3.00
<u>CJA-280</u>	Criminal Justice/Corrections/CWE	3.00
	Credits	13
	Total Credits	94

Reviewer

Comments

Megan Feagles (megan.feagles) (03/10/26 1:34 pm): Rollback: - An AAS needs to be at least 90 credits. With the removal of CJA-170, the program only has 87-88 credits. - Remove CJA-170 as a prereq for CJA-280 - You updated CJA-270 to now have a proposed Prerequisite or Corequisite of CJA-210. CJA-210 needs to be listed in the program either in the same term as CJA-270 or in a term before. The other option would be to update the CJA-270 pre or coreq. Let me know if you need to edit the outline so I can roll it back to you for more changes. - Are you adding CJA-209 to the program? You should do that now if that is the plan. As mentioned in the program edit document I sent, the course will show as "course not found" and you will have to manually enter the number of credits.

Megan Feagles (megan.feagles) (03/30/26 12:58 pm): Rollback: CJA-210

Program	Implementation
Cybersecurity Operations Foundations CC	2026/SU
Cybersecurity Operations Support AAS	2026/SU

Program Change Request

New Program Proposal

Date Submitted: 04/23/26 11:24 am

Viewing: **CC.CYBSECOPS : Cybersecurity Operations Foundations**

Last edit: 04/23/26 11:26 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. 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

8. 04/09/26 9:14 am

Megan Feagles
(megan.feagles):
Approved for
Curriculum Office

9. 04/17/26 9:33 am

Megan Feagles
(megan.feagles):
Rollback to Initiator

10. 04/23/26 11:27 am

Megan Feagles
(megan.feagles):
Approved for
Curriculum Office

11. 04/23/26 12:23 pm

Beverly Forney
(beverlyf):
Approved for CPSI
Chair

12. 04/24/26 1:44 pm

Aundrea Snitker
(aundrea.snitker):
Approved for DASC
Dean

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](#)
documentation [Updates.pdf](#)
(meeting minutes, [\[LINK UPDATE\] Advisory Committee Clackamas Community College](#)
email confirmation, [\[Virtual\].pdf](#)
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 interested

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;

	Outcome(s)
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 or WR-101

Human Relations

3-4 Credits

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

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 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 Cert Cybersecurity \(1\).xlsx](#)
 completed Budget [Cyber Assumptions - NWCCU costing - April 2026.docx](#)
 Plan Template [Cyber accreditation tuition and fees workbook notes.xlsx](#)
[accreditation budget expenditure assumptions - Cyber programs April 2026.xlsx](#)

Proposed Curriculum

Plan of Study Grid

First Year

Fall Term		Credits
CS-122	Personal Cybersecurity Fundamentals	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	Scripting for Security Operations	4.00
CS-132	Introduction to Cybersecurity	4.00
CS-151	Networking 1	4.00
CS-240W	Windows Desktop Administration	3.00
	Credits	15

Spring Term

CS-152	Networking 2	4.00
CS-172	Foundations of Security Operations	4.00
CS-173	Introduction to Security Logs and Threat Detection	4.00
CS-240L	Linux Administration 1	4.00
	Credits	16

Summer Term

CS-280	Computer Science/CWE	3.00
CWE-281	Cooperative Work Experience Seminar	0.00

<u>WR-101</u>	Workplace Writing	4.00
or <u>WR-227Z</u>	or Technical Writing	
<u>Human Relations requirement</u>		3.00-4.00
	Credits	10-11
	Total Credits	55-56

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.

Megan Feagles (megan.feagles) (04/17/26 9:33 am): Rollback: not approved at Curriculum Committee

Program Change Request

New Program Proposal

Date Submitted: 04/22/26 4:24 pm

Viewing: **AAS.CYBSECOPS : Cybersecurity**

Operations Support

Last edit: 04/23/26 8:42 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
- 8. 04/17/26 9:33 am
Megan Feagles (megan.feagles): Rollback to Initiator
- 9. 04/23/26 11:27 am
Megan Feagles (megan.feagles): Approved for Curriculum Office
- 10. 04/23/26 12:23 pm
Beverly Forney (beverlyf): Approved for CPSI Chair
- 11. 04/24/26 1:42 pm
Aundrea Snitker (aundrea.snitker): Approved for DASC Dean

Program Overview

Name of Proposed Program

Cybersecurity Operations Support

Program Code AAS.CYBSECOPS

Award (CCWD)

AAS Degree (90-108 credits) (AAS)

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

Educational Focus Area Science, Technology, Engineering and Math (STEM)

Effective Catalog Edition 2027-2028

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

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

Yes

Please attach documentation (meeting minutes, email confirmation, etc). [Clackamas Community College Advisory_Cybersecurity Program Updates.pdf](#)

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;

	Outcome(s)
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 or WR-101

Human Relations

3-4 Credits

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

Yes

Describe

All associate's degrees are eligible for financial aid from federal aid.

Workforce Investment Act – Individual Training Account

No

Veterans Benefits

Yes

Describe

All associate's degrees are eligible for financial aid from federal aid.

State of Oregon Financial Aid

Yes

Describe

All associate's degrees are eligible for financial aid from state.

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 completed Budget Plan Template [BudgetWorksheet2018 AAS Cybersecurity \(1\).xlsx](#)
[Cyber Assumptions - NWCCU costing - April 2026.docx](#)
[Cyber accreditation tuition and fees workbook notes.xlsx](#)
[accreditation budget expenditure assumptions - Cyber programs April 2026.xlsx](#)

Proposed Curriculum

Plan of Study Grid

First Year		
Fall Term		Credits
CS-122	Personal Cybersecurity Fundamentals	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	Scripting for Security Operations	4.00
CS-132	Introduction to Cybersecurity	4.00
CS-151	Networking 1	4.00
CS-240W	Windows Desktop Administration	3.00
	Credits	15
Spring Term		
CS-152	Networking 2	4.00
CS-172	Foundations of Security Operations	4.00
CS-173	Introduction to Security Logs and Threat Detection	4.00
CS-240L	Linux Administration 1	4.00
	Credits	16
Summer Term		
CS-280	Computer Science/CWE	3.00
CWE-281	Cooperative Work Experience Seminar	0.00
WR-101	Workplace Writing	4.00
	or WR-227Z or Technical Writing	
	Human Relations requirement	3.00-4.00
	Credits	10-11
Second Year		
Fall Term		
CS-153	Networking 3	4.00
CS-192	Vulnerability Management Fundamentals	4.00
CS-212	Incident Response Foundations	4.00
	Credits	12
Winter Term		
CS-182	Intro to Cloud Computing	4.00
CS-222	Enterprise Digital Forensics	4.00
CS-275	Database Design	3.00
	PE/Health/Safety/First Aid requirement	1.00
	Credits	12
Spring Term		
CS-170	Python Programming	4.00
CS-232	Applied Security Frameworks in Security Operations	4.00
CS-242	Advanced Incident Response Operations	4.00

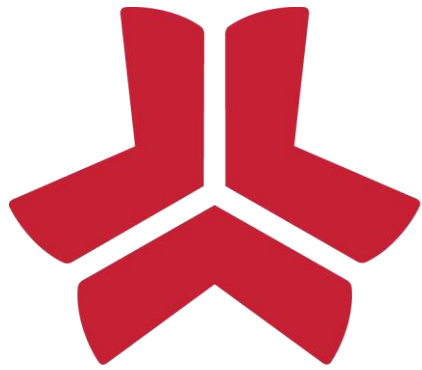
	Credits	12
Summer Term		
CS-280	Computer Science/CWE	3.00
CWE-281	Cooperative Work Experience Seminar	0.00
	Credits	3
	Total Credits	94-95

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.

Megan Feagles (megan.feagles) (04/17/26 9:33 am): Rollback: not approved at Curriculum Committee



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.

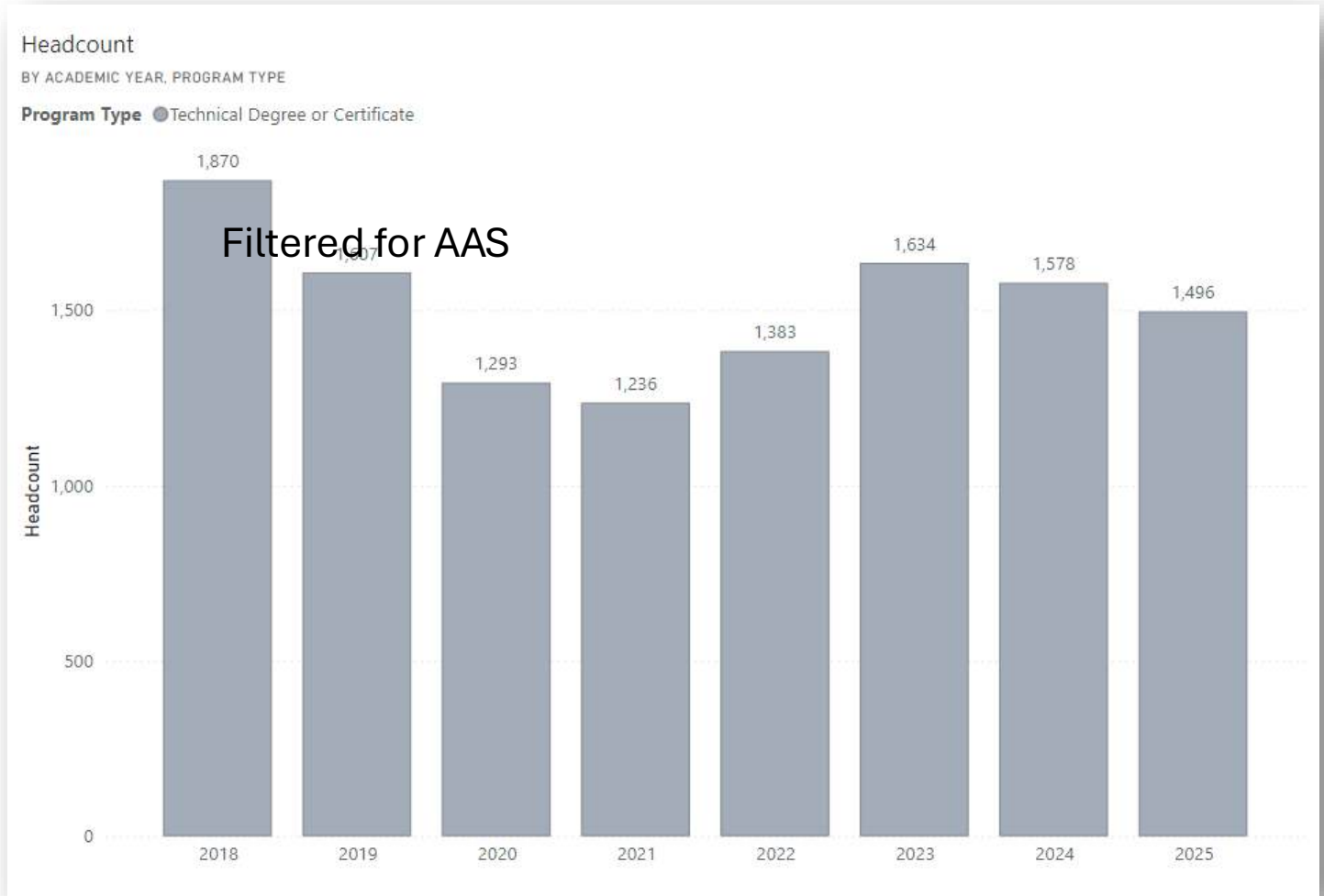
Health & Fitness (HPE)

- **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 waive 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.

Curriculum Committee Membership 26-27

vacant

Curriculum Committee/Curriculum Office

Member	Committee Role	Ending Term	Term Cycle
Nora Brodnicki	Co-Chair/Co-Alternate Chair	2026/SP	2-year
Kelly Mercer	Co-Chair/Co-Alternate Chair	2028/SP	2-year
David Plotkin	Vice President, Instruction & Student Services	Ex-Officio	Permanent
Anne Innis	Dean, Institutional Effectiveness & Planning	Ex-Officio	Permanent
	Associate Dean, Institutional Effectiveness & Planning	Ex-Officio	Permanent
Dru Urbassik	Director, Curriculum & Scheduling	Ex-Officio	Permanent
Megan Feagles	Curriculum & Scheduling Office/Recorder	Ex-Officio	Permanent
Elizabeth Carney	Center for Teaching and Learning Representative	Ex-Officio	Permanent
Rotates	ASG Student Representative	Ex-Officio	Permanent
SD DeWaay	Library	2027/SP	3-year

Academic Foundations and Connections (AFAC)

Member	Committee Role	Ending Term	Term Cycle
Danielle Hoffman	Dean, AFAC	Ex-Officio	Permanent
Chris Sweet	Registrar	Ex-Officio	Permanent
Carrie Sandberg	Financial Aid	Ex-Officio	Permanent
Sarah Steidl	Graduation Services	Ex-Officio	3-year
April Smith	Veterans Services	Ex-Officio	3-year
Dustin Bare	Director, Student Academic Support Services	Ex-Officio	3-year
Kara Leonard	Academic and Career Coaches	2026/SP	3-year
AJ Smith	Basic Skills Development & ESL	2027/SP	3-year
Nicole Rosevear	English	2029/SP	3-year
Keoni McHone	Health/Physical Education	2028/SP	3-year
Kelly Mercer	Math; Review Team Lead	2029/SP	3-year
Misay Partnof	Faculty-At-Large	2028/SP	3-year

Arts & Sciences

Member	Committee Role	Ending Term	Term Cycle
	Dean, Arts & Sciences	Ex-Officio	Permanent
Aundrea Snitker	Associate Dean, Arts & Sciences; Review Team Lead	Ex-Officio	Permanent
Nora Brodnicki	Art, Comm, Theatre, Journalism, World Lang, Music	2026/SP	3-year
Deanna Myers	Faculty-At-Large	2026/SP	3-year
Debra Carino	Computer Science	2026/SP	3-year
Gentiana Loeffler	Business, Horticulture	2026/SP	3-year
Kerrie Hughes	Sciences and Engineering	2028/SP	3-year
Charles Siegfried	Associate Faculty	2026/SP	3-year
Keely Baca	Faculty-At-Large	2027/SP	3-year
Ephanie Debey	Faculty-At-Large	2027/SP	3-Year
Frank Kilders	Faculty-At-Large	2027/SP	3-year

Technology, Applied Science, and Public Services (TAPS)

Member	Committee Role	Ending Term	Term Cycle
Armetta Burney	Dean, TAPS	Ex-Officio	Permanent
Erin Gravelle	Associate Dean, TAPS; Review Team Lead	Ex-Officio	Permanent
Jordan Gulley	Wilsonville, Apprenticeship, Fire, Emergency	2026/SP	3-year
Dawn Hendricks	Education, Human Services, Criminal Justice/Public Services	2027/SP	3-year
Virginia Chambers	Faculty-At-Large	2026/SP	3-year
Craig Connors	Industrial Technology	2028/SP	3-year
Kari Hiatt	Nursing, Allied Health	2026/SP	3-year

Wryann Van Riper	Automotive/Welding	2026/SP	3-year
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Sub-Committees

Related Instruction Sub-Committee

Member	Ending Term
Elizabeth Carney	Ex-Officio
Sarah Steidl	Ex-Officio
Kerrie Hughes	
Kelly Mercer	

General Education Sub-Committee

Member	Ending Term
Aundrea Snitker (lead)	Ex-Officio
Elizabeth Carney	Ex-Officio
Nora Brodnicki	
Kelly Mercer	
Almir Methadzovic	

2026-2027 Sabbaticals