# Curriculum Committee Agenda

**June 5, 2026 (8-9:30am)**

| | Presenter | Action |
|---|---|---|
| **1. Welcome** | **Chair** | |
| **2. Approval of Minutes** | **Chair** | Approval |
| **3. Consent Agenda**<br>a. Course Number Changes<br>b. Course Title Change<br>c. Reviewed Outlines for Approval | **Chair** | Approval |
| **4. Course and Program Approvals** | | |
| a. **Chemistry Changes** | **George Burgess** | |
| a. New Courses | | |
| i. CH-125 | | Approval/26.SU |
| ii. CH-126 | | Approval/26.SU |
| b. Credit Changes | | |
| i. CH-105 | | Approval/26.SU |
| ii. CH-106 | | Approval/26.SU |
| c. Inactivations | | |
| i. CH-105L | | Approval/26.SU |
| ii. CH-106L | | Approval/26.SU |
| d. Amendments | | |
| i. AS, Biology, OSU | | Approval/26.SU |
| ii. AS, Music, PSU | | Approval/26.SU |
| iii. Associate of Arts Oregon Transfer (AAOT) | | Approval/26.SU |
| iv. Associate of General Studies | | Approval/26.SU |
| v. Business (AST) | | Approval/26.SU |
| vi. Computer Science (AST) | | Approval/26.SU |
| vii. Core Transfer Map | | Approval/26.SU |
| viii. Elementary Education (AAOT) | | Approval/26.SU |
| ix. English (AAT) | | Approval/26.SU |
| x. Oregon Transfer Module | | Approval/26.SU |
| b. **Music Technology AAS Amendment** | **Curriculum Office for David Badstubner** | Approval/26.SU |
| c. **Administrative Professional Changes** | **Bev Forney** | |
| a. BT-121 Inactivation | | Approval/26.SU |
| b. Amendments | | |
| i. Administrative Professional AAS | | Approval/26.SU |
| ii. Administrative Assistant CC | | Approval/26.SU |
| iii. Administrative Assistant Training CC | | Approval/26.SU |
| c. Program Learning Outcomes | | |
| i. Administrative Professional AAS | | Informational |

| | | |
|---|---|---|
| ii. Administrative Assistant CC | | Informational |
| d. **EMT Changes** | *Virginia Chambers* | |
| a. EMT-109 Credit Change | | Approval/26.SU |
| b. Emergency Medical Technology CC Amendment | | Approval/26.SU |
| e. **Wildland Fire Changes** | *Jordan Gulley* | |
| a. Credits/Hours/Instructional Method Changes | | |
| i. FRP-130 | | Approval/26.SU |
| ii. FRP-200 | | Approval/26.SU |
| b. New Courses | | |
| i. FRP-140 | | Approval/26.SU |
| ii. FRP-150 | | Approval/26.SU |
| c. Program Amendments | | |
| i. Emergency Management Professional AAS | | Approval/26.SU |
| ii. Wildland Fire Management AAS | | Approval/26.SU |
| iii. Wildland Fire Science CC | | Approval/26.SU |
| iv. Wildland Firefighter 1 CPCC | | Approval/26.SU |
| v. Geographic Information Systems (GIS) Technology CC | | Approval/26.SU |
| vi. EFA, Natural Resources | | Approval/26.SU |
| f. General Education | **General Education** | |
| a. ENG-253 | **Review Team** | Approval/26.SU |
| b. ENG-255 | | Approval/26.SU |
| **5. Old Business** | | |
| a. Courses Overdue and Due for Review 25-26 Progress | **Curriculum Office** | Info |
| b. Courses Overdue and Due for Review 26-27 | **Curriculum Office** | Info |
| c. Curriculum Committee Co-Chair | **Chair** | Discussion |
| **6. New Business** | | |
| a. | | |
| **7. Closing Comments** | | |

# Curriculum Committee Minutes

May 15, 2026 (8-9:30am)

**Present:** Keely Baca, Nora Brodnicki (Co-Chair), Debra Carino, Elizabeth Carney, Virginia Chambers, Amanda Coffey, Craig Connors, Ephanie Debey, Ada Echevarria, Megan Feagles (Recorder), Jordan Gulley, Kari Hiatt, Kerrie Hughes, Anne Innis, Kara Leonard, Keoni McHone, Kelly Mercer (Co-Chair), Deanna Myers, Misay Partnof, Carrie Sandberg, Charles Siegfried, AJ Smith, April Smith, Aundrea Snitker, Sarah Steidl, Dru Urbassik, Wryann Van Riper

**Guests:**

**Absent**: ASG, Dustin Bare, Armetta Burney, Erin Gravelle, Danielle Hoffman, Frank Kilders, Gentiana Loeffler, David Plotkin, Chris Sweet

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1. **Welcome**
2. **Approval of Minutes**
    a. Approval of the May 1, 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. New Course – FRP-144
        a. Jordan Gulley presented
        b. FRP-244 is curriculum from NWCG. The prerequisites for their course curriculum are difficult for our traditional students to meet consistently. This new course includes similar content as the 244 course, without being as wildland fire centric but rather land navigation centric.

    *Motion to approve, approved*

    b. General Education
        a. ENG-205
            i. The General Education Review Team recommends that ENG-205 continue to be approved as General Education in the Arts & Letters area.
        b. ENG-254
            i. The General Education Review Team recommends that ENG-205 continue to be approved as General Education in the Arts & Letters area.

    *Motion to approve, approved*

5. **Old Business**
    a. 26-27 Curriculum Committee Membership
        i. Deans are responsible for filling vacancies in their areas.
6. **New Business**
    a.
7. **Closing Comments**

*-Meeting Adjourned-*

**Next Meeting: June 5, 2026 (8-9:30am)**

Clackamas Community College

# CONSENT AGENDA

## 1. Course Title Change

| Course | Current Title | Proposed Title |
|---|---|---|
| APR-104LM | Reading Schematics and Symbols | Reading Schematics, Symbols, and Engineering Prints |
| CH-105S | Introductory Chemistry Seminar | Introduction to Chemistry II |
| CH-106S | Introductory Chemistry Seminar | Introduction to Chemistry III |
| ED-280 | Practicum/CWE | Education Practicum/CWE |
| IMT-104 | Reading Schematics and Symbols | Reading Schematics, Symbols, and Engineering Prints |
| MUS-131 | Group Piano: Piano for Pleasure | The Art of Piano Playing |
| MUS-132 | Group Piano: Piano for Pleasure | The Art of Piano Playing |
| MUS-133 | Group Piano: Piano for Pleasure | The Art of Piano Playing |

## 2. Course Number Change

| Course | Title | Proposed Course Number |
|---|---|---|
| | | |
| | | |

## 3. Outlines Reviewed for Approval

| Course | Title | Implementation |
|---|---|---|
| AM-135 | Power Transmission Systems | 2026/SU |
| APR-104LM | Reading Schematics, Symbols, and Engineering | 2026/SU |
| APR-159PT | Basic Covering & Problem Solving | 2026/SU |
| BA-131 | Introduction to Business Computing | 2026/SU |
| BI-222Z | Principles of Biology: Organisms | 2026/SU |
| BI-223Z | Principles of Biology: Ecology and Evolution | 2026/SU |
| BI-231Z | Human Anatomy and Physiology I | 2026/SU |
| CH-105S | Introduction to Chemistry II Seminar | 2026/SU |
| CH-106S | Introduction to Chemistry III Seminar | 2026/SU |
| CH-221Z | General Chemistry I | 2026/SU |
| ECE-169ES | Trabajar con Niños con Necesidades Especiales | 2026/SU |
| ECE-221 | Observation & Guidance II in ECE Settings | 2026/SU |
| ECE-221ES | Observación y Orientación II en Educación | 2026/SU |
| ECE-291 | Practicum II | 2026/SU |
| ECE-291ES | Practicum II | 2026/SU |
| ECE-292ES | Practicum III | 2026/SU |
| ED-280 | Education Practicum/CWE | 2026/SU |
| EET-112 | Electronic Equipment and Assembly I | 2026/SU |
| FRP-110 | Basic Wildland Fire Investigation (FI-110) | 2026/SU |
| FRP-112 | Introduction to Chainsaw Operations | 2026/SU |
| FRP-131 | Advanced Firefighter Training (S-131/S-133) | 2026/SU |
| FRP-211 | Portable Pumps and Water Use (S-211) | 2026/SU |
| FRP-212 | Wildfire Power Saws (S-212) | 2026/SU |
| FRP-215 | Fire Operations in the Urban Interface (S-215) | 2026/SU |
| FRP-220 | Initial Attack Incident Commander (S-200) | 2026/SU |
| FRP-230 | Crew Boss (Single Resource) (S-230) | 2026/SU |

| | | |
|---|---|---|
| FRP-231 | Engine Boss (Single Resource) (S-231) | 2026/SU |
| FRP-244 | Wilderness II: Basic Land Navigation (S-244) | 2026/SU |
| FRP-265 | Wildland Fire Prevention Education 1 (P-101) | 2026/SU |
| FRP-275 | Wildland Fire Management 1 | 2026/SU |
| FRP-285 | Wildland Fire Facilitative Instructor (M-410) | 2026/SU |
| FRP-290 | Intermediate Wildland Fire Behavior (S-290) | 2026/SU |
| HD-280 | Human Development/CWE | 2026/SU |
| HOR-225 | Arboriculture I | 2026/SU |
| HOR-260 | Arboriculture II | 2026/SU |
| IMT-104 | Reading Schematics, Symbols, and Engineering | 2026/SU |
| MUS-131 | The Art of Piano Playing | 2026/SU |
| MUS-132 | The Art of Piano Playing | 2026/SU |
| MUS-133 | The Art of Piano Playing | 2026/SU |
| TA-101 | Appreciation of Theatre | 2026/SU |
| TA-103 | Appreciation of Theatre | 2026/SU |
| TA-121 | Costuming I | 2026/SU |
| TA-142 | Acting II | 2026/SU |
| TA-143 | Acting III | 2026/SU |
| TA-253 | Theatre Rehearsal & Performance | 2026/SU |

# Course Change Request

Date Submitted: 05/05/26 4:30 pm

## Viewing: AM-135 : Power Transmission Systems

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

Last edit: 05/05/26 4:30 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 12:07 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 04/13/26 1:48 pm Erin Gravelle (erin.gravelle): Rollback to Initiator
3. 05/06/26 6:54 am Megan Feagles (megan.feagles): Approved for Curriculum Office
4. 05/21/26 10:22 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 | 135 |
| Department | Automotive and Welding Department |
| Division | Technology, Applied Science and Public Services (TAPS) |
| Course Title | Power Transmission 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 Term | Summer 2026 |

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

Yes

Course Description

In this course students will learn the construction, operation, service and repair of clutches, manual transmission, U-joints, drive lines, final drives, overdrive, and four wheel drives.

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?

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 | perform diagnosis ~~diagnose~~ and repair of clutch and actuating assemblies; |

| | Upon successful completion of this course, students should be able to: |
|---|---|
| 2 | perform diagnosis ~~diagnose~~ and repair of manual transmissions/trans axles; |
| 3 | perform diagnosis ~~diagnose~~ and repair of drive shafts and universal joints; |
| 4 | perform diagnosis ~~diagnose~~ and repair of differential assemblies; |
| 5 | perform diagnosis ~~diagnose~~ and repair of four-wheel drive systems. |

Major Topic Outline

1. Clutch and actuating assemblies. 2. Manual transmissions/transaxles. 3. Drive shafts and universal joints. 4. Differential assemblies. 5. Four wheel drive systems.

## Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Reviewer Comments

**Erin Gravelle (erin.gravelle) (04/13/26 1:48 pm):** Rollback: All SLO's begin with two verbs "diagnose and repair". There should only be one lead very in the SLO. For example: "complete a diagnosis and repair" or "perform diagnostic procedures and repair" to better reflect the hands-on competency of this course.

Key: 31

Preview Bridge

# Course Change Request

Date Submitted: 05/26/26 7:19 am

Viewing: **APR-104LM : Reading Schematics, Symbols, and Engineering Prints** ~~**Reading Schematics and Symbols**~~

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

Last edit: 05/26/26 7:19 am

Changes proposed by: Craig Connors (craig.connors)

Catalog Pages referencing this course

Apprenticeship (APR)

Electrician Apprenticeship Technologies, AAS

Programs referencing this course

AAS.ELECTRICIANLME: Electrician Apprenticeship Technologies (LME)

Credits/Hours/Instructional Method Change

## In Workflow

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

## Approval Path

1. 05/05/26 8:43 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 05/21/26 10:16 am Erin Gravelle (erin.gravelle): Rollback to Initiator
3. 05/26/26 7:18 am Megan Feagles (megan.feagles): Rollback to Initiator
4. 05/26/26 7:19 am Megan Feagles (megan.feagles): Approved for Curriculum Office
5. 05/26/26 7:22 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 22, 2025 by Madison Sheets (madison.sheets)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

| | |
|---|---|
| Course Prefix | APR - Apprenticeship |
| Course Number | 104LM |
| Department | Apprenticeship |
| Division | Technology, Applied Science and Public Services (TAPS) |
| Course Title | Reading Schematics, Symbols, and Engineering Prints ~~Reading Schematics and Symbols~~ |

### Grading

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

**Contact hours**

| | |
|---|---|
| Lecture | 22.00 |
| Lec/Lab | |
| Lab | |
| Activity | |
| Clinical | |
| Field | |
| CWE Seminar | |
| CPR | |
| Seminar | |
| Community Education/Drivers Ed | |
| Community Education/Adult | |
| Total | 22 |
| Proposed Effective Term | Summer 2026 |

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

Yes

Course Description

A basic course of study that will develop the student's understanding of reading schematics, symbols, ~~schematics~~ and engineering prints ~~symbols~~ through lectures and hands-on examples.

Type of Course (ACTI Code)

230 - Career Technical Apprenticeship

Can this course be repeated for credit in a degree?

No

## Course Requisites

### Required

Prerequisites

Corequisites

Prerequisites or Corequisites

### Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule: Do Not Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Not Offered Every Term

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

## Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

Equivalent Active Courses

IMT-104 - Reading Schematics, Symbols, and Engineering Prints

Equivalent Inactive Courses

## Student Learning Outcomes

Student Learning Outcomes

| | Upon successful completion of this course, students should be able to: |
|---|---|
| 1 | identify the definition and characteristics of schematics; |
| 2 | demonstrate various types of lines and symbols on schematics, including electrical, hydraulic and pneumatic; |

| | Upon successful completion of this course, students should be able to: |
|---|---|
| 3 | diagram electrical schematics and wiring diagrams; |
| 4 | summarize the purpose of the main parts of a hydraulic and pneumatic system; |
| 5 | diagram hydraulic and pneumatic systems using components and diagrams; |
| 6 | demonstrate troubleshooting techniques for electrical, hydraulic and pneumatic systems; ~~systems.~~ |
| 7 | understand and demonstrate the visualization and interpretation of engineering prints; |
| 8 | read and interpret a basic engineering print, including dimensions, notes, title block, and revision history. |

Major Topic Outline

1. Identifying schematics. 2. Identifying symbols used in electrical, pneumatic and hydraulic systems. 3. Wiring and troubleshooting electric circuits. 4. Drawing and recognizing electrical, hydraulic and pneumatic circuits. 5. Troubleshooting skills in repairing and maintaining electrical, hydraulic and pneumatic systems. 6. Interpretation and visualization of engineering prints.

## 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) (05/21/26 10:16 am):** Rollback: Simplify SLO 7 or get rid of SLO 7 because SLO 8 seems to repeat what is in SLO 8.

**Megan Feagles (megan.feagles) (05/26/26 7:18 am):** Rollback: n/a

Key: 52

Preview Bridge

# Course Change Request

Date Submitted: 05/13/26 11:47 am

## Viewing: APR-159PT : Basic Covering & Problem Solving

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

Last edit: 05/13/26 11:55 am

Changes proposed by: Madison Sheets (madison.sheets)

Catalog Pages referencing this course

- Apprenticeship (APR)
- Construction Trades, General Apprenticeship, AAS
- Manual Apprenticeship Trades, Career Pathway Certificate

Programs referencing this course

- CC.MANUALPATHWAY: Manual Apprenticeship Trades (PT)
- AAS.CONSTRUCTPT: Construction Trades, General Apprenticeship (PT)

Credits/Hours/Instructional Method Change

### In Workflow

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

### Approval Path

1. 12/03/25 1:46 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 01/23/26 1:58 pm Erin Gravelle (erin.gravelle): Rollback to Initiator
3. 01/30/26 6:46 am Megan Feagles (megan.feagles): Approved for Curriculum Office
4. 03/19/26 12:42 pm Erin Gravelle (erin.gravelle): Rollback to Initiator
5. 05/13/26 11:55 am Megan Feagles (megan.feagles): Approved for Curriculum Office

6. 05/21/26 10:12 am Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum Committee Outline Review Team

## History

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

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact Email

Kari.Nixon@clackamas.edu

| | |
|---|---|
| Course Prefix | APR - Apprenticeship |
| Course Number | 159PT |
| Department | Apprenticeship |
| Division | Technology, Applied Science and Public Services (TAPS) |
| Course Title | Basic Covering & Problem Solving |

### Grading

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

| | |
|---|---|
| Min Credit | 2.00 |
| Variable Credit | No |

**Contact hours**

| | |
|---|---|
| Lecture | 22.00 |
| Lec/Lab | |
| Lab | 11.00 |
| Activity | |
| Clinical | |
| Field | |
| CWE Seminar | |
| CPR | |
| Seminar | |
| Community Education/Drivers Ed | |
| Community Education/Adult | |
| Total | 33 |
| Proposed Effective Term | Summer 2026 |

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

Course Description

Covers ~~more~~ advanced brushing, rolling, spraying, ~~spraying~~ and coating application techniques, as well as wood finishing methods, surface preparation, and remediation of common application failures ~~and remedies~~ related to painting ~~substrates, surface preparation~~ and wood substrates. ~~application.~~ Required: Student Petition.

Type of Course (ACTI Code)

230 - Career Technical Apprenticeship

Can this course be repeated for credit in a degree?

No

## Course Requisites

### Required

Prerequisites

APR-149PT

Corequisites

Prerequisites or Corequisites

### Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

Required

Recommended

Is Student Petition required?

Yes

Show course in Schedule: Do Not Print in Schedule

Hide course in catalog: No

When do you plan to offer this course? Not Offered Every Term

Will this class use library resources? No

## Course Certifications

Is this a Related Instruction course? No

Are you going to seek General Education Certification after course approval? No

General Education Outcome(s)

## Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

Student Learning Outcomes

| | Upon successful completion of this course, students should be able to: |
|---|---|
| 1 | apply advanced brushing, rolling, and spraying techniques for paints and coatings; ~~demonstrate the ability to brush, roll and spray paints and coatings at a more advanced level;~~ |

| | Upon successful completion of this course, students should be able to: |
|---|---|
| 2 | ~~demonstrate the ability to~~ remedy and repair surfaces for painting applications; ~~painting;~~ |
| 3 | identify wood types and their finishing characteristics; ~~identify woods types;~~ |
| 4 | apply finishing techniques that enhance the natural beauty of wood. ~~best practices to bring out the natural beauty of the wood.~~ |

Major Topic Outline

1.Advanced brushing, rolling, and spraying techniques for paints and coatings;
2.Surface preparation, repair techniques, and remediation of painting applications;
3.Identification of wood types and wood finishing characteristics;
4.Wood finishing techniques and applications that enhance the natural beauty of wood;
Color, sheen, and specialty floor coverings. ~~1. Brushing paints and coatings. 2. Rolling paints and coatings. 3. Potential problems and remedies related to wood surface prep and application. 4. Color and sheen. 5. Special floor coverings.~~

## 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) (03/19/26 12:42 pm):** Rollback: The verb is missing from SLO #4. How are students goint to demonstrate their understanding of: best practices to bring out the natural beauty of the wood.

Key: 119

Preview Bridge

# Course Change Request

Date Submitted: 04/21/26 3:00 pm

## Viewing: BA-131 : Introduction to Business Computing

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

Last edit: 04/22/26 4:42 am

Changes proposed by: Beverly Forney (beverlyf)

Catalog Pages referencing this course

- Accounting Clerk, Certificate
- Accounting, AAS
- Administrative Assistant Training, Certificate
- Administrative Assistant, Certificate
- Administrative Professional, AAS
- Business
- Business Administration (BA)
- Business Management, Certificate
- Business Technology (BT)
- Business, AAS
- Computer Science (CS)
- Human Resource Management, Certificate
- Marketing, Certificate
- Medical Billing and Coding, Certificate
- Music Technology, AAS
- Project Management, AAS

Programs referencing this course

- CC.ACNTGCLERK: Accounting Clerk
- CC.MARKETING: Marketing
- CC.MEDBILLCODE: Medical Billing and Coding
- AAS.PROJECTMNGT: Project Management
- CC.BUSMANAGEMENT: Business Management
- AAS.MUSICTECH: Music Technology

### In Workflow

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

### Approval Path

1. 04/22/26 6:31 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 05/27/26 5:08 pm Ephanie Debey (ephanie.debey): Approved for DASC Curriculum Committee Outline Review Team

### History

1. Feb 15, 2024 by Megan Feagles (megan.feagles)
2. Mar 22, 2025 by Beverly Forney (beverlyf)

AAS.ACCNTG: Accounting
AAS.BUSINESS: Business
CC.ADMINTRNG: Administrative Assistant Training
CC.ADMINASST: Administrative Assistant
EFA.BUSINESS: EFA, Business
AAS.ADMINPRO: Administrative Professional
CC.HUMANRESMNGT: Human Resource Management

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

| | |
|---|---|
| Course Prefix | BA - Business Administration |
| Course Number | 131 |
| Department | Business |
| Division | Arts and Sciences |
| Course Title | Introduction to Business Computing |

## Grading

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

## Contact hours

| | |
|---|---|
| Lecture | 44.00 |
| Lec/Lab | |
| Lab | |
| Activity | |
| Clinical | |
| Field | |
| CWE Seminar | |
| CPR | |
| Seminar | |
| Community Education/Drivers Ed | |
| Community Education/Adult | |
| Total | 44 |
| Proposed Effective Term | Summer 2026 |

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

Yes

Course Description

Introductory course using Microsoft Word, Excel, Access, and PowerPoint applications to create business documents.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Elective Only
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

WRD-090 or placement in WRD-098

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

Required

Access to the following: personal computer or laptop with MS Windows Operating System (Windows ~~10 or~~ 11), Office 365 OR MS Office 2024, ~~2021,~~ internet access (including email), or access to the CCC Dye Academic Computer Lab, or a loaner laptop from the department. ~~Lab for completion of coursework~~ Note: a Chromebook cannot be used for this course

Recommended

Is Student Petition required?

No

Show course in Schedule: Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Summer/Fall/Winter/Spring

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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 | create, edit, save, and print a variety of word processing documents by adjusting and editing text, formatting, insertion of formulas, inserting of tables, graphics, and columns; |
| 2 | create letters, documents, and labels via merging documents and manipulation of fields within the documents; |
| 3 | create worksheets utilizing mathematical formulas, mathematical and statistical functions, datasets and tables, pivot tables and pivot charts, what-if analysis using Excel's Solver, and use of charts and graphs to convey meaning to numerical data; |
| 4 | effectively use presentation software through the use of color, graphics, animations, transition, multi-media, and editing of fonts (size, style,type); |
| 5 | illustrate the proper organization of a business presentation; |
| 6 | utilize database tools within database software to create a relational database, including objects such as data tables, reports, forms, and queries; |
| 7 | apply several methods to integrate documents in multiple office suite programs such as copying, pasting links, exporting, merging, printing, and embedding. |

Major Topic Outline

1. Introduction to Word: Organizing a Document; 2. Document Presentation: Editing and Formatting; 3. Document Productivity: Working with Tables and Mail Merge; 4. Collaboration and Research: Communicating and producing Professional Papers; 5. Introduction to Excel: Creating and Formatting a worksheet; 6. Formulas and Functions: Performing Quantitative Analysis through the use of specialized Excel functions such as IF, VLOOKUP, PMT, as well as Absolute, Relative, and Mixed Cell Values; 7. Use of mathematical and statistical functions, pivot tables/pivot charts, and utilizing Excel's what-if analysis using Solver; 7. Charts: Depicting Data Visually; 8. Datasets and Tables: Managing & Sorting Large Volumes of Data; 9. Introduction to Access: Finding Your Way Through an Access Database; 10.Tables and Queries in Relational Databases: Designing Databases and Extracting Data; 11.Using Queries to Make Decisions: Perform Calculations and Summarize Data Using Queries; 12.Creating and Using Professional Forms and Reports: Moving Beyond Tables and Queries; 13.Introduction to PowerPoint: Creating a Basic Presentation; 14.Presentation Development: Planning and Preparing a Presentation; 15.Presentation Design: Illustrations and Infographics; 16.Enhancing with Multimedia: PowerPoint Rich Media Tools.

## Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

## Course Transferability

OUS school to which the course will transfer

EOU - Eastern Oregon University

Comparable course(s)

BA 231

How does it transfer?

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

From Eastern Oregon University Transfer Equivalency Tool

---

OUS school to which the course will transfer

OIT - Oregon Institute of Technology

Comparable
course(s)

MIS 101 Word Processing Software Lab and
MIS 102 Spreadsheet Software Lab and
MIS 103 Presentation/Graphics Sftwr Lb and
LDT 000 Lower Division Transfer

How does it transfer?

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

From OIT.edu transfer tool

---

OUS school to which the course will transfer

OSU - Oregon State University

Comparable
course(s)

BA LDT INTRO TO BUSINESS COMPUTING

How does it transfer?

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

OSU.edu transfer tool

OUS school to which the course will transfer

OSU-C - OSU-Cascade

Comparable
course(s)

BA LDT INTRO TO BUSINESS COMPUTING

How does it transfer?

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

OSU.edu transfer tool

---

OUS school to which the course will transfer

PSU - Portland State University

Comparable
course(s)

BA LD

How does it transfer?

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

Transferology

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable course(s)

BA 131 Intro/Bus Data Processing

How does it transfer?

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

SOU.edu transfer tool

---

OUS school to which the course will transfer

UO - University of Oregon

Comparable course(s)

BA1AAT

How does it transfer?

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

Transferology

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable
course(s)

BA 131 INTRODUCTION TO BUSINESS COMPUTING (3)
CS 121 COMPUTER APPLICATIONS (2)

How does it transfer?

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

WOU.edu transfer equivalency tool

Please attach documentation

Reviewer Comments

Key: 286

Preview Bridge

# Course Change Request

Date Submitted: 03/31/26 9:50 am

## Viewing: BI-222Z : Principles of Biology: Organisms

Formerly known as: **BI-212**

Last approved: 04/08/25 4:27 am

Last edit: 03/31/26 9:50 am

Changes proposed by: George Burgess (george.burgess)

Catalog Pages referencing this course

**BI-222Z:**

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

Programs referencing this course

**BI-222Z:**

AS.PSUMUSIC: AS, Music, PSU
AS.TBIOLOGY: Biology (AST)
AS.OSUBIOLOGY: AS, Biology, OSU
NA.OTM: Oregon Transfer Module
AS.PSUBIOLOGY: AS, Biology, PSU

### In Workflow

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

### Approval Path

1. 03/31/26 10:37 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 04/03/26 8:59 am Nora Brodnicki (norab): Approved for DASC Curriculum Committee Outline Review Team

### History

1. Oct 30, 2023 by Megan Feagles (megan.feagles)
2. Apr 9, 2024 by Megan Feagles (megan.feagles)
3. Apr 8, 2025 by Megan Feagles (megan.feagles)

AS.UOBIOLOGY: AS, Biology, UofO
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.PSUCOMPSCI: AS, Computer Science, PSU
AA.OREGONTRANSFER: Associate of Arts Oregon Transfer (AAOT)
AA.OTELEMED: Elementary Education (AAOT)
AGS.GENERAL: Associate of General Studies
AA.TENGLISH: English (AAT)
AS.OSUGENHORT: AS, Horticulture, OSU

Justification for this inactivation request

Credits/Hours/Instructional Method Change

Reason for proposal

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact Email

tory.blackwell@clackamas.edu

| | |
|---|---|
| Course Prefix | BI - Biology |
| Course Number | 222Z |
| Department | Science |
| Division | Arts and Sciences |
| Course Title | Principles of Biology: Organisms |

## Grading

| | |
|---|---|
| Grade Scheme | Standard (STND) |
| Credit Type | Credit Course |
| Allow Pass/No Pass | Yes |
| Only Pass/No Pass | No |
| Audit | Yes |
| CEU's | |
| Min Credit | 5.00 |
| Variable Credit | No |
| Max Credit | |
| Variable Credit Increment | |

## 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 fundamental biological concepts and theories about the structure and function of diverse organisms (including plants and animals), evolution and development, transformation of energy and matter, and body systems at a multicellular organismal level. Intended for science majors.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

CIP Code

Select at least one of the following:

Foundational Requirement

Select one of the following career areas:

Target Population:

Choose all that apply:

Reason for the Proposal

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

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

## Course Requisites

### Required

Prerequisites

Corequisites

BI-222LZ

Prerequisites or Corequisites

CH-105 and CH-125, ~~CH-105,~~ or CH-222Z and CH-228Z

**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

Related Instruction Area

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

Yes

General Education Outcome(s)

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 | apply the iterative process of science to generate and answer biological questions by analyzing data and drawing conclusions that are based on empirical evidence and current scientific understanding; (CCN) |
| 2 | use evidence to develop informed opinions on contemporary biological issues and explain the implications of those issues on society; (CCN) |
| 3 | explain how morphology relates to physiology across diverse organisms; (CCN) |
| 4 | describe how biological systems detect and respond to different internal/external environmental conditions through feedback; (CCN) |
| 5 | compare and contrast strategies for achieving homeostasis; (CCN) |

| | Upon successful completion of this course, students should be able to: |
|---|---|
| 6 | explain how developmental and environmental processes influence the evolution of structures, functions, and life cycles across diverse organisms. (CCN) |

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

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

### WR: Writing Outcomes

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

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.

P

Respond to the needs of diverse audiences and contexts.

P

Build and manage relationships.

### MA: Mathematics Outcomes

Use appropriate mathematics to solve problems.

P

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

P

### AL: Arts and Letters Outcomes

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

### SS: Social Science Outcomes

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

### SC: Science or Computer Science Outcomes

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

S

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

S

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

S

## Outcome Assessment Strategies

Outcomes Assessment Strategies

General Examination
Multiple Choice Test
Presentations
Projects
Rubrics
Thesis/Research Project
Writing Assignments

Other Assessment Tools

Major Topic Outline

1. Development, animal form and function. a. Fate of cells, the unifying processes, and the variability that is seen in development. b. Key principles of multi-cellularity, including cell shape and size in relation to surface area to volume ratios. c. Cellular communication within a multicellular organism. d. Stem cells and differentiation in embryonic development, the formation and function of animal tissues including the roles of Hox genes. e. Unity and diversity

among animal tissues and organ systems. 2. Homeostasis and chemical control of the animal body. a. How animals maintain homeostasis using feedback loops, surface area to volume ratios and environmental relationships. b. Endocrine system, where it is located, the general role of hormones and how chemical signals coordinate cellular activity and homeostasis in the animal body. 3. Function of electrical signals in animals. a. The components of the nervous system, including a survey of the variation in animals. b. The action potential and the movement of ions in the formation. c. How an impulse passes from one neuron to the next across synaptic gaps using neurotransmitter chemicals. d. The role of neurotransmitters in the body and the effects of drugs and toxins on them. 4. The vertebrate nervous system, the senses and how they interact with sensory and movement. a. The relationships of structure and function of the nervous system, including the central nervous system, the peripheral nervous system and the autonomic nervous system. b. Examine how the sensory organs convey information to the brain and how this information is processed. c. How sensations are processed, formation of memories and the research into diseases. d. An analysis and comparison of reflexes and reactions in response to environmental changes. e. How muscles and bones interact to cause movement in response to sensory stimuli. 5. Acquiring nutrients and gases from the environment and transporting them to the cells of the animal body. a. Types of animal digestive tracts, the nutritional needs of animals and how they acquire what their bodies need, including digestion, absorption, assimilation and the interaction of the nervous and endocrine systems. b. Adaptations for efficiencies in digestion, absorption and assimilation of nutrients. c. Types of animal circulatory systems, the relationship of the blood, tissue fluid and cytoplasm in delivering nutrients and gases to the cells and disposing of cellular wastes. d. Animal respiratory systems, the function of gas exchange, requirements for organismic respiration, and the homeostatic control of respiratory rate. 6. Various ways animals produce ATP energy. a. Aerobic and anaerobic processes in the formation of ATP. b. Locations of various respiratory processes for both eukaryotic and prokaryotic cells. c. Energy production and utilization to muscle function. 7. How animals stay healthy. a. Non-specific and innate immune responses including the types of cells involved, the inflammatory response and how they function to prevent infection. b. Acquired immune response, the cells involved, and their functions in preventing infections. c. Immune response in infections outside and inside cells. d. The effect of HIV on the immune system. 8. Osmoregulation, excretion and reproduction in animals. a. Structures and processes necessary for the formation of urine. b. Advantages and disadvantages of different types of nitrogenous wastes as adaptations to different habitats. c. Osmoregulation and behavioral adaptations in terrestrial animals in response to habitat changes. d. Structures and processes involved in sexual reproduction. e. Advantages and disadvantages of external versus internal fertilization. f. The role of hormones and feedback loops in reproduction. 9. Behavior and speciation. a. Innate and learned behaviors in animals and their implications for the ethical treatment of animals. b. Role of hormones and feedback loops in behavior. c. The diversity of animals, mechanisms of speciation, and the evolution and extinction of species over time. 10. Classification and animal diversity. a. Hierarchy of categories in animal classification and the distinguishing characteristics of each category. 11. Designing

and conduct a long-term experiment, write a major laboratory reports and give a presentation of the lab and its results.

## Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

## Course Transferability

OUS school to which the course will transfer

EOU - Eastern Oregon University

Comparable course(s)

How does it transfer?

required or support for major

Evidence of transferability

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

OUS school to which the course will transfer

OIT - Oregon Institute of Technology

Comparable
course(s)

How does it transfer?

required or support for major

Evidence of transferability

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

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OUS school to which the course will transfer

OSU - Oregon State University

Comparable
course(s)

How does it transfer?

required or support for major

Evidence of transferability

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

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OUS school to which the course will transfer

OSU-C - OSU-Cascade

Comparable
course(s)

How does it transfer?

required or support for major

Evidence of transferability

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

OUS school to which the course will transfer

PSU - Portland State University

Comparable
course(s)

How does it transfer?

required or support for major

Evidence of transferability

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

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OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable
course(s)

How does it transfer?

required or support for major

Evidence of transferability

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

---

OUS school to which the course will transfer

UO - University of Oregon

Comparable
course(s)

How does it transfer?

required or support for major

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?

required or support for major

Evidence of transferability

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

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Please attach documentation

Reviewer Comments

Key: 346

Preview Bridge

# Course Change Request

Date Submitted: 03/31/26 9:51 am

## Viewing: BI-223Z : Principles of Biology: Ecology and Evolution

Formerly known as: **BI-213**

Last approved: 04/08/25 4:27 am

Last edit: 03/31/26 9:51 am

Changes proposed by: George Burgess (george.burgess)

Catalog Pages referencing this course

**BI-223Z:**

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

Programs referencing this course

**BI-223Z:**

AS.PSUMUSIC: AS, Music, PSU
AS.TBIOLOGY: Biology (AST)

### In Workflow

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

### Approval Path

1. 03/31/26 10:37 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 04/03/26 9:00 am Nora Brodnicki (norab): Approved for DASC Curriculum Committee Outline Review Team

### History

1. Oct 30, 2023 by Megan Feagles (megan.feagles)
2. Apr 9, 2024 by Megan Feagles (megan.feagles)
3. Apr 8, 2025 by Megan Feagles (megan.feagles)

AS.OSUBIOLOGY: AS, Biology, OSU
NA.OTM: Oregon Transfer Module
AS.PSUBIOLOGY: AS, Biology, PSU
AS.UOBIOLOGY: AS, Biology, UofO
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.PSUCOMPSCI: AS, Computer Science, PSU
AA.OREGONTRANSFER: Associate of Arts Oregon Transfer (AAOT)
AA.OTELEMED: Elementary Education (AAOT)
AGS.GENERAL: Associate of General Studies
AA.TENGLISH: English (AAT)
AS.OSUGENHORT: AS, Horticulture, OSU

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact Email

tory.blackwell@clackamas.edu

| | |
|---|---|
| Course Prefix | BI - Biology |
| Course Number | 223Z |
| Department | Science |
| Division | Arts and Sciences |
| Course Title | Principles of Biology: Ecology and Evolution |

## 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 | 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 unity and diversity of life through evolutionary mechanisms and relationships, and adaptation to the environment. Examines population, community, and ecosystem ecology. Intended for science majors.

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

BI-223LZ

Prerequisites or Corequisites

CH-105 and CH-125, ~~CH-105,~~ or CH-222Z and CH-228Z

### 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?

Yes

General Education Outcome(s)

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 | apply the iterative process of science to generate and answer biological questions by analyzing data and drawing conclusions that are based on empirical evidence and current scientific understanding; (CCN) |
| 2 | use evidence to develop informed opinions on contemporary biological issues and explain the implications of those issues on society; (CCN) |
| 3 | provide evidence for phylogenetic relationships which illustrate the unity and diversity of life; (CCN) |
| 4 | describe how adaptation, development, mutation, and the environment affect organismal evolution; (CCN) |
| 5 | apply mathematical models to describe how populations change through time in relation to biotic and abiotic factors; (CCN) |
| 6 | explain how organisms and their environments affect each other across different temporal and spatial scales; (CCN) |
| 7 | interpret models explaining the flow of energy and cycling of matter in ecosystems. (CCN) |

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

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

## WR: Writing Outcomes

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

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.

P

Respond to the needs of diverse audiences and contexts.

P

Build and manage relationships.

## MA: Mathematics Outcomes

Use appropriate mathematics to solve problems.

P

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

P

## SC: Science or Computer Science Outcomes

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

S

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

S

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

S

## Outcome Assessment Strategies

Outcomes Assessment Strategies

General Examination
Multiple Choice Test
Presentations
Projects
Rubrics
Thesis/Research Project
Writing Assignments

Major Topic Outline

1. How populations grow - the survival, growth and environmental impact of populations. a. What a population is and the environmental factors that populations cope in determining their fate and reproductive success. b. How distribution and spacing affect populations. c. Factors that determine population size including density-dependent and density-independent factors, resource availability and carrying capacity on the growth of populations. d. Factors affecting the interactions and distributions of populations in communities. e. An analysis of whether human populations are subject to the same environmental factors that regulate the growth of other populations. f. Factors that determine human population demographics including whether countries are growing, stable or declining in size. g. Ecological footprints of different countries and how these indicate effects of human populations in different countries on the availability and use of resources and their impact on the environment. 2. Biodiversity. a. Classification schemes for living organisms and why these are useful. b. Characteristics of various Kingdoms, the organisms found in each and their impacts on ecological systems and human health. c. Explore which organisms that are necessary to maintain earth as a “living planet”. d. The role humans play in stewardship and self-preservation in the biosphere. 3. Origin and diversity of the plant kingdom. a. The evolutionary trends in plant diversity. b. The relationship of plant form and function to the tissues and organs they possess and to the environment that they live in. c. The significance of the co-evolution of plants and their pollinators. 4. Plants and productivity. a. The function of photosynthesis to the formation of energy, biological monomers and the relationships between autotrophs and heterotrophs. b. The processes of photosynthesis and the factors necessary for energy production during photosynthesis. c. The effects of varying $CO_2$ levels on productivity, plant growth and soil fertility. d. The concepts of water and nutrient flow through the plant. e. The factors that determine plant distribution and ecosystem stability. 5. Reproduction and nutrition of plants. a. The life cycles of plants and how they influence reproduction in various plant taxa. b. The formation and dispersal of spores and

seed in the development of new plants. c. The nutrient requirements of plants, the acquisition of essential nutrients and effects of nutrient deficiencies. d. The concepts of the formation and composition of soil and its nutrient availability to plants. e. The vitality of soils in various ecosystems and the factors that effect nutrient availability in these ecosystems. f. The effects that humans have on soil vitality and productivity under various management scenarios. 6. How plants sense and respond to changes in their environment during growth. a. The sensory, mechanical and chemical pathways that plants use to respond to environmental stimuli. b. Plant hormones, their transport and effects on growth. c. How plant hormones or their synthetic counterparts are used in agriculture to control plant growth and reproduction for the benefit of humans. 7. Species interactions and plant defenses. a. Symbiotic relationships that exist between organisms and the adaptations that are exhibited in each. b. How plants defend themselves against disease and herbivory. c. The metabolic byproducts of plant defenses are used by humans in medicine and recreation. 8. Interactions in communities, ecosystems and biomes. a. Composition of communities, ecosystems and biomes and the factors that affect their make-up. b. Habitats and niches; why no two organisms can occupy the same niche. c. Natural and human-caused disturbances of ecosystems and how communities and ecosystems respond to these through succession. d. Interactions of biotic and abiotic factors in ecosystems. e. Biogeochemical cycles to life and the impacts that biodiversity and human activities have on them. f. Biogeography of species and the impact that alien or exotic species have on biodiversity and the efficiency of the ecosystem. g. Relationship of ocean and air currents to the formation of climate and weather patterns. h. Temperature and precipitation to productivity, biodiversity and biome distribution. 9. Biodiversity, conservation and extinction. a. Factors that affect extinction and extinction rate, including human activity. b. Benefits humans receive from and the biological value of biodiversity. c. Conservation and how conservation priorities are set for species and for habitats, including umbrella and keystone species. d. Reasons humans are presently unable to repair or replicate the natural environment and the stumbling blocks we encounter during restoration efforts. 10. Human population for a country, its dynamics and demography as well as the ecosystems and biodiversity found in the country and the impact that the human population has on these. 11. Design and conduct a long-term experiment, write a major laboratory report and give a presentation of the lab and its results.

## 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)

BI213

How does it transfer?

required or support for major

Evidence of transferability

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

---

OUS school to which the course will transfer

OIT - Oregon Institute of Technology

Comparable course(s)

BI213

How does it transfer?

required or support for major

Evidence of transferability

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

OUS school to which the course will transfer

OSU - Oregon State University

Comparable course(s)

BI213

How does it transfer?

required or support for major

Evidence of transferability

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

OUS school to which the course will transfer

OSU-C - OSU-Cascade

Comparable course(s)

BI213

How does it transfer?

required or support for major

Evidence of transferability

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

OUS school to which the course will transfer

PSU - Portland State University

Comparable course(s)

BI213

How does it transfer?

required or support for major

Evidence of transferability

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

---

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable
course(s)

BI213

How does it transfer?

required or support for major

Evidence of transferability

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

---

OUS school to which the course will transfer

UO - University of Oregon

Comparable
course(s)

BI213

How does it transfer?

required or support for major

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)

BI213

How does it transfer?

required or support for major

Evidence of transferability

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

---

Please attach documentation

Reviewer Comments

Key: 348

Preview Bridge

# Course Change Request

Date Submitted: 04/21/26 11:18 am

## Viewing: BI-231Z : Human Anatomy and Physiology I

Formerly known as: **BI-231**

Last approved: 04/14/26 4:59 am

Last edit: 04/21/26 11:18 am

Changes proposed by: George Burgess (george.burgess)

Catalog Pages referencing this course

**BI-231Z:**

Medical Assistant, Certificate
Associate of Arts Oregon Transfer (AAOT)
Associate of General Studies (AGS)
Biology (BI)
Business (AST)
Computer Science (AST)
Core Transfer Map (CTM)
Elementary Education (AAOT)
Emergency Medical Technology, Certificate
English AAT
Medical Assistant (MA)
Medical Billing and Coding, Certificate
Music Emphasis, AS - with Portland State University
Nursing (RN), AAS
Oregon Transfer Module (OTM)
Phlebotomy (PHB)
Wildland Fire Management, AAS
Wildland Fire Science, Certificate

Programs referencing this course

**BI-231Z:**

### In Workflow

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

### Approval Path

1. 04/21/26 11:22 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 05/12/26 11:48 am Debra Carino (dcarino): Approved for DASC Curriculum Committee Outline Review Team

### History

1. Nov 7, 2023 by Megan Feagles (megan.feagles)
2. Mar 29, 2024 by Megan Feagles (megan.feagles)
3. Apr 8, 2025 by Megan Feagles (megan.feagles)

CC.MEDASST: Medical Assistant
CC.MEDBILLCODE: Medical Billing and Coding
AS.PSUMUSIC: AS, Music, PSU
AAS.NURSING: Nursing (RN)
NA.OTM: Oregon Transfer Module
AAS.WLDLNDMGMT: Wildland Fire Management
CC.FSWILDLAND: Wildland Fire Science
AS.TCOMPSCIESWO, AS.TCOMPSCIOSPSUO: Computer Science (AST)
AS.TBUSINESS: Business (AST)
NA.CTM: Core Transfer Map
AS.TPSYCHOLOGY: Psychology (AST)
AS.TSOCIOLOGY: Sociology (AST)
AA.TSOCIOLOGY: Sociology (AAT)
AS.THUMDEVFAM: Human Development and Family Services (AST)
AA.THUMDEVFAM: Human Development and Family Services (AAT)
AA.OREGONTRANSFER: Associate of Arts Oregon Transfer (AAOT)
AA.OTELEMED: Elementary Education (AAOT)
CC.EMT: Emergency Medical Technology
AGS.GENERAL: Associate of General Studies
AA.TENGLISH: English (AAT)

4. Apr 14, 2026 by Megan Feagles (megan.feagles)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact Email

barryk@clackamas.edu

| | |
|---|---|
| Course Prefix | BI - Biology |
| Course Number | 231Z |
| Department | Science |
| Division | Arts and Sciences |

| | |
|---|---|
| Course Title | Human Anatomy and Physiology I |

## Grading

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

## Contact hours

| | |
|---|---|
| Lecture | 33.00 |
| Lec/Lab | |
| Lab | |
| Activity | |
| Clinical | |
| Field | |
| CWE Seminar | |
| CPR | |
| Seminar | |
| Community Education/Drivers Ed | |
| Community Education/Adult | |
| Total | 33 |
| Proposed Effective Term | Summer 2026 |

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

Course Description

Examines the structure and function of the human body through a body systems approach. Explores anatomy and physiology of the integumentary, skeletal and muscular systems at the relevant levels of biological organization (chemical, cellular, tissue, organ, and organ system). Covers neurophysiology and excitable membranes. Includes foundational aspects such as anatomical terminology and homeostasis. This course includes a laboratory component.

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

BI-112 (preferred), or BI-101 and BI-102, or BI-221Z. CH-112Z (preferred), or CH-104Z, CH-124Z, CH-105, and CH-125, ~~CH-105,~~ or CH-221Z, CH-227Z, CH-222Z and CH-228Z

Corequisites

BI-231LZ

Prerequisites or Corequisites

### Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule: Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Summer/Fall/Winter/Spring

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

## Course Certifications

Is this a Related Instruction course?

No

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

Yes

General Education Outcome(s)

Sciences

## Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

Student Learning Outcomes

| | Upon successful completion of this course, students should be able to: |
|---|---|
| 1 | explain key homeostatic mechanisms and feedback loops in the integumentary and skeletal systems; (CCN) |
| 2 | describe anatomical structures and their relationships to function in the integumentary, skeletal, muscular systems, and neural tissue; (CCN) |
| 3 | explain key processes of the integumentary, skeletal, and muscular systems and neural signaling; (CCN) |
| 4 | relate the relevant levels of biological organization to the functions of the integumentary, skeletal, muscular systems, and neural tissue; (CCN) |
| 5 | describe how the integumentary, skeletal, muscular systems, and neural tissue interact with other body systems; (CCN) |
| 6 | apply physiological and/or anatomical concepts of the integumentary, skeletal, and muscular systems, and neural tissue to practical scenarios such as clinical, public health, and societal issues; (CCN) |
| 7 | identify major structures in tissues, integumentary, skeletal and muscular systems using lab materials. (CCN) |

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

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

## WR: Writing Outcomes

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

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

Demonstrate appropriate reasoning in response to complex issues.

## SP: Speech/Oral Communication Outcomes

Engage in ethical communication processes that accomplish goals.

Respond to the needs of diverse audiences and contexts.

Build and manage relationships.

## MA: Mathematics Outcomes

Use appropriate mathematics to solve problems.

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

## SC: Science or Computer Science Outcomes

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

S

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

S

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

S

## Outcome Assessment Strategies

Outcomes Assessment Strategies

Major Topic Outline

1. Introduction to Anatomy and Physiology. a. Levels of Organization. b. Body Cavities. c. Body Planes. d. Directional Terms. e. Overview of the ten body systems. 2. Tissues, Membranes, and Glands. a. Primary Tissue Types. a1. Epithelial - characteristics, location, function. a2. Connective - characteristics, location, function. a3. Muscle - characteristics, location, function. a4. Nervous. B. Membranes. b1. Mucous - definition, location, function. b2. Serous - definition, special. terminology, location, function. b3. Synovial - definition, location, function. b4. Cutaneous - definition. 3. Integumentary System. a. Structural divisions and functions. a1. Epidermis. a2. Dermis. a3. Subcutaneous. b. Sensory Receptors of Skin. c. Skin color determination and function of color. d. Glandular function of skin. d1. Sebaceous. d2. Sudoriferous. d3. Ceruminous. e. Thermoregulation. e1. Arteriovenous Anastomoses. e2. Vasoconstriction and Vasodilation. e3. Perspiration. e4. Hypothalamic Regulation. 4. Skeletal System - components and Functions. a. Bone Histology. a1. Cancellous Bone. a2. Compact Bone. a3. Osteoblasts. a4. Osteoclasts. a5. Osteocytes. b. Bone Physiology. b1. Formation of precursor connective tissue. b2. Ossification. c. Structure and function of long bone. c1. Diaphysis. c2. Epiphysis. c3. Metaphysis and Epiphyseal plate. c4. Medullary cavity. c5. Periosteum. d. Fetal Skeleton. e. Aging and the Skeletal System. f. Common Complaints. f1. Rickets. f2. Osteomalacia. f3. Osteoporosis. 5. Articulations. a. Structural and Functional Groups. a1. Synarthroses. a2. Amphiarthroses. a3. Diarthroses. b. Synovial Joint - detailed structure and function . b1. Bursae. b2. Tendons. b3. Ligaments. b4. Menisci. c. Types of Movement - define and give examples. c1. Gliding. c2. Angular Movements. c3. Rotation. c4. Circumduction. c5. Special Movements. 6. Nervous System. a. Nervous Tissue Histology. a1. Neuron Anatomy. a2. Neuroglia. a3. Generation of nerve impulses in neurons. a4. Impulse Conduction. a5. Synapse - characteristics and function. a6. Afferent Neurons. a7. Efferent Neurons. b. Central Nervous System. b1. Meninges. b2. Cerebrospinal fluid. b3. Spinal Cord. b4. Brain. c. Autonomic Nervous System. c1. Comparison to Somatic NS. c2. Sympathetic and Parasympathetic Subdivisions. d. Special Senses - structure and function. d1. Gustatory. d2. Olfactory. d3. Optic. d4. Auditory and Equilibrium.

## 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)

BIOL 231Z

How does it transfer?

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

CCN Website

OUS school to which the course will transfer

OIT - Oregon Institute of Technology

Comparable
course(s)

BIO 231Z

How does it transfer?

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

CCN Website

---

OUS school to which the course will transfer

OSU - Oregon State University

Comparable
course(s)

BI 231Z

How does it transfer?

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

CCN Website

---

OUS school to which the course will transfer

PSU - Portland State University

Comparable
course(s)

BI 231Z

How does it transfer?

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

CCN Website

---

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable
course(s)

BI 231Z

How does it transfer?

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

CCN Website

---

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable
course(s)

BI 231Z

How does it transfer?

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

CCN Website

---

Please attach documentation

p17027coll9_863.pdf

Reviewer Comments

Key: 350

Preview Bridge

# Course Change Request

Date Submitted: 03/31/26 9:54 am

## Viewing: CH-105S : Introduction to ~~Introductory~~ Chemistry II Seminar

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

Last edit: 03/31/26 10:24 am

Changes proposed by: Dru Urbassik (dru.urbassik)

### In Workflow

1. **Curriculum Office**
2. Curriculum Committee Approval
3. Colleague

Catalog Pages referencing this course

Chemistry (CH)

### History

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

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

| | |
|---|---|
| Course Prefix | CH - Chemistry |
| Course Number | 105S |
| Department | Science |
| Division | Arts and Sciences |
| Course Title | Introduction to ~~Introductory~~ Chemistry II Seminar |

### Grading

| | |
|---|---|
| Grade Scheme | Non-Graded (Null) |
| Credit Type | Non-Transcripted Course |

| | |
|---|---|
| Allow Pass/No Pass | No |
| Audit | No |
| Min Credit | 0.00 |
| Variable Credit | No |

## Contact hours

| | |
|---|---|
| Lecture | |
| Lec/Lab | |
| Lab | |
| Activity | |
| Clinical | |
| Field | |
| CWE Seminar | |
| CPR | |
| Seminar | 11.00 |
| Community Education/Drivers Ed | |
| Community Education/Adult | |
| Total | 11 |
| 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

Seminar course for CH-105

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Can this course be repeated for credit in a degree?

No

## Course Requisites

### Required

Prerequisites

Corequisites

CH-105 and CH-125 ~~CH-105L~~

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: Yes

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

Major Topic Outline

## Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

## Course Transferability

Please attach documentation

Reviewer Comments

Key: 384

Preview Bridge

# Course Change Request

Date Submitted: 03/31/26 9:57 am

## Viewing: CH-106S : Introduction to ~~Introductory~~ Chemistry III Seminar

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

Last edit: 03/31/26 10:26 am

Changes proposed by: Dru Urbassik (dru.urbassik)

### In Workflow

1. **Curriculum Office**
2. Curriculum Committee Approval
3. Colleague

Catalog Pages referencing this course

Chemistry (CH)

### History

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

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

| | |
|---|---|
| Course Prefix | CH - Chemistry |
| Course Number | 106S |
| Department | Science |
| Division | Arts and Sciences |
| Course Title | Introduction to ~~Introductory~~ Chemistry III Seminar |

**Grading**

| | |
|---|---|
| Grade Scheme | Non-Graded (Null) |
| Credit Type | Non-Transcripted Course |

| | |
|---|---|
| Allow Pass/No Pass | No |
| Audit | No |
| Min Credit | 0.00 |
| Variable Credit | No |

**Contact hours**

| | |
|---|---|
| Lecture | |
| Lec/Lab | |
| Lab | |
| Activity | |
| Clinical | |
| Field | |
| CWE Seminar | |
| CPR | |
| Seminar | 11.00 |
| Community Education/Drivers Ed | |
| Community Education/Adult | |
| Total | 11 |
| 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

Seminar course for CH-106

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Can this course be repeated for credit in a degree?

No

## Course Requisites

### Required

Prerequisites

Corequisites

CH-106 and CH-126 ~~CH-106L~~

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: Yes

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

Major Topic Outline

## Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

## Course Transferability

Please attach documentation

Reviewer Comments

# Course Change Request

Date Submitted: 04/23/26 7:56 am

## Viewing: CH-221Z : General Chemistry I

Last approved: 04/14/26 4:59 am

Last edit: 04/23/26 8:00 am

Changes proposed by: Deanna Myers (deanna.myers)

Catalog Pages referencing this course

- Architectural Engineering Emphasis, AS - with Oregon State University
- Associate of Arts Oregon Transfer (AAOT)
- Associate of General Studies (AGS)
- Biological Engineering Emphasis, AS - with Oregon State University
- Biology (AST)
- Biology (BI)
- Biology Emphasis, AS - with Oregon State University
- Biology Emphasis, AS - with Portland State University
- Biology Emphasis, AS - with University of Oregon
- Business (AST)
- Chemical Engineering Emphasis, AS - with Oregon State University
- Chemistry (CH)
- Civil Engineering Emphasis, AS - with Oregon State University
- Civil Engineering Emphasis, AS - with Portland State University
- Computer Engineering Emphasis, AS - with Portland State University
- Computer Science (AST)
- Computer Science Emphasis, AS - with Portland State University
- Construction Engineering Management Emphasis, AS - with Oregon State University
- Core Transfer Map (CTM)
- Ecological Engineering Emphasis, AS - with Oregon State University
- Electrical Engineering Emphasis, AS - with Oregon Institute of Technology (Oregon Tech)
- Electrical Engineering Emphasis, AS - with Oregon State University
- Electrical Engineering Emphasis, AS - with Portland State University
- Elementary Education (AAOT)
- Engineering (ENGR)
- English AAT

### In Workflow

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

### Approval Path

1. 04/23/26 8:02 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 05/04/26 3:18 pm Gentiana Loeffler (gentiana.loeffler): Approved for DASC Curriculum Committee Outline Review Team

### History

1. Apr 2, 2025 by Megan Feagles (megan.feagles)
2. Apr 14, 2026 by Megan Feagles (megan.feagles)

Environmental Engineering Emphasis, AS - with Oregon State University
Environmental Engineering Emphasis, AS - with Portland State University
Geology Emphasis, AS - with Portland State University
Horticulture Emphasis, AS - with Oregon State University
Industrial Engineering Emphasis, AS - with Oregon State University
Mechanical Engineering Emphasis, AS - with Oregon Institute of Technology (Oregon Tech)
Mechanical Engineering Emphasis, AS - with Oregon State University
Mechanical Engineering Emphasis, AS - with Portland State University
Music Emphasis, AS - with Portland State University
Oregon Transfer Module (OTM)
Renewable Energy Engineering Emphasis, AS - with Oregon Institute of Technology (Oregon Tech)

Programs referencing this course

AS.OSUINDENG: AS, Industrial Engineering, OSU
AS.OSUBIOLENGR: AS, Biological Engineering, OSU
AS.OITMECHENGR: AS, Mechanical Engineering, OIT
AS.OSUSMECHENGR: AS, Mechanical Engineering, OSU
AS.PSUMECHENGR: AS, Mechanical Engineering, PSU
AS.PSUMUSIC: AS, Music, PSU
AS.TBIOLOGY: Biology (AST)
AS.OSUBIOLOGY: AS, Biology, OSU
NA.OTM: Oregon Transfer Module
AS.PSUBIOLOGY: AS, Biology, PSU
AS.OITRNWNRGENGR: AS, Renewable Energy Engineering, OIT
AS.UOBIOLOGY: AS, Biology, UofO
AS.OSUARCHENGR: AS, Architectural Engineering, OSU
AS.TCOMPSCIESWO, AS.TCOMPSCIOSPSUO: Computer Science
AS.TBUSINESS: Business (AST)
NA.CTM: Core Transfer Map
AS.TSOCIOLOGY: Sociology (AST)
AA.TSOCIOLOGY: Sociology (AAT)
AS.THUMDEVFAM: Human Development and Family Services (
AA.THUMDEVFAM: Human Development and Family Services (
AS.OSUCHEMENGR: AS, Chemical Engineering, OSU
AS.OSUCIVILENGR: AS, Civil Engineering, OSU
AS.PSUCIVILENGR: AS, Civil Engineering, PSU
AS.PSUCOMPENGR: AS, Computer Engineering, PSU
AS.PSUCOMPSCI: AS, Computer Science, PSU
AS.OSUCONENRMGT: AS, Construction Engineering Manageme

AS.OSUECOLENGR: AS, Ecological Engineering, OSU
AS.OITELECENGR: AS, Electrical Engineering, OIT
AS.OSUELCOMPENGR: AS, Electrical Engineering, OSU
AS.PSUELECTENGR: AS, Electrical Engineering, PSU
AA.OREGONTRANSFER: Associate of Arts Oregon Transfer (AAOT)
AA.OTELEMED: Elementary Education (AAOT)
AGS.GENERAL: Associate of General Studies
AA.TENGLISH: English (AAT)
AS.OSUENVIRENGR: AS, Environmental Engineering, OSU
AS.PSUENVIRENGR: AS, Environmental Engineering, PSU
AS.PSUGEOLOGY: AS, Geology, PSU
AS.OSUGENHORT: AS, Horticulture, OSU

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

| | |
|---|---|
| Course Prefix | CH - Chemistry |
| Course Number | 221Z |
| Department | Science |
| Division | Arts and Sciences |
| Course Title | General Chemistry I |

## Grading

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

| | |
|---|---|
| Min Credit | 4.00 |
| Variable Credit | No |

**Contact hours**

| | |
|---|---|
| Lecture | 33.00 |
| Lec/Lab | |
| Lab | |
| Activity | |
| Clinical | |
| Field | |
| CWE Seminar | |
| CPR | |
| Seminar | |
| Community Education/Drivers Ed | |
| Community Education/Adult | |
| Total | 33 |
| Proposed Effective Term | Summer 2026 |

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

Yes

Course Description

Explores and applies principles and applications of chemistry. Emphasis on measurement, components of matter, atomic and molecular structure, quantitative relationships including foundational stoichiometry, and major classes of chemical reactions. CH-221Z is a lecture course; CH-227Z is the laboratory component.

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

CH-104Z, CH-124Z, CH-105, and CH-125, ~~CH-105,~~ or CH-150Z, with a C or better; or a year of high school chemistry within five academic years of beginning CH-221Z (passed all terms with C or higher)

Corequisites

CH-227Z and CH-221SZ

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?

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)

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 | describe the phases and classifications of matter and differentiate between physical and chemical properties; (CCN) |
| 2 | represent physical measurements using SI and derived units and demonstrate systematic problem-solving including unit conversion; (CCN) |
| 3 | use the periodic table to solve problems in chemistry; (CCN) |
| 4 | describe the principles of electromagnetic energy, the Bohr model and quantum theory, and use electron configurations to identify periodic variations in chemical properties; (CCN) |
| 5 | interpret and apply ionic and covalent bonding theories including Lewis structures, formal charges, resonance, molecular structure, and polarity; (CCN) |
| 6 | quantify the composition of substances and solutions; (CCN) |
| 7 | identify and name a variety of elements, ions, ionic compounds, and covalent compounds; (CCN) |
| 8 | write, balance, and classify chemical reactions and solve foundational stoichiometry calculations. (CCN) |

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

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

### WR: Writing Outcomes

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

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

Demonstrate appropriate reasoning in response to complex issues.

### SP: Speech/Oral Communication Outcomes

Engage in ethical communication processes that accomplish goals.

Respond to the needs of diverse audiences and contexts.

Build and manage relationships.

### MA: Mathematics Outcomes

Use appropriate mathematics to solve problems.

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

### SC: Science or Computer Science Outcomes

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

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

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

## Outcome Assessment Strategies

Outcomes Assessment Strategies

Major Topic Outline

1. Matter, measurement, and atomic structure
2. Periodic Table, compounds, and nomenclature
3. Chemical formulas, solutions, and chemical equations
4. Classifying chemical reactions
5. Stoichiometry, electromagnetic energy, and the Bohr model of the atom
6. Quantum theory and electron configurations
7. Periodic properties, chemical bonding, and Lewis structures
8. Resonance structures, molecular shapes and polarity
9. Valence bond theory, hybrid orbitals, and multiple bonds
10. Molecular orbital 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 | PSU - Portland State University |
| Comparable course(s) | |

CH221Z

How does it transfer?

general education or distribution requirement
required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Transferology

---

OUS school to which the course will transfer

OSU - Oregon State University

Comparable
course(s)

CH221Z - General Chemistry 1

How does it transfer?

general education or distribution requirement
required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

OSU Transfer Equivalency Website

---

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable
course(s)

CH221Z General Chemistry 1

How does it transfer?

general education or distribution requirement
required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

WOU Transfer Equivalency Website

---

OUS school to which the course will transfer

EOU - Eastern Oregon University

Comparable
course(s)

CH-221Z General Chemistry 1

How does it transfer?

general education or distribution requirement
required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

EOU Transfer Equivalency Website

---

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable
course(s)

CHP221 General Chemistry 1

How does it transfer?

general education or distribution requirement

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

SOU Transfer Equivalency Website

---

Please attach documentation

Reviewer Comments

Key: 4524

Preview Bridge

# Course Change Request

Date Submitted: 05/26/26 1:30 pm

## Viewing: ECE-169ES : Trabajar con Niños con Necesidades Especiales

Last approved: 11/04/23 4:51 am

Last edit: 05/26/26 1:30 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.ECEFSES: Educación infantil y estudios familiares

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

### In Workflow

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

### Approval Path

1. 05/26/26 1:33 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 05/28/26 8:50 am Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum Committee Outline Review Team

### History

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

| | |
|---|---|
| Are you the Faculty Contact Person? | Yes |
| Course Prefix | ECE - Early Childhood Education |
| Course Number | 169ES |
| Department | Education, Human Services and Criminal Justice |
| Division | Technology, Applied Science and Public Services (TAPS) |
| Course Title | Trabajar con Niños con Necesidades Especiales |

## Grading

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

## Contact hours

| | |
|---|---|
| Lecture | 44.00 |
| Lec/Lab | |
| Lab | |
| Activity | |
| Clinical | |
| Field | |
| CWE Seminar | |
| CPR | |
| Seminar | |

| | |
|---|---|
| Community Education/Drivers Ed | |
| Community Education/Adult | |
| Total | 44 |
| Proposed Effective Term | Summer 2026 |

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

Yes

Course Description

Explora prácticas inclusivas para niños con necesidades especiales, desde el nacimiento hasta el tercer grado, en diferentes entornos de desarrollo infantil entornos de primera infancia. Este curso incluirá una exploración de lo siguiente: historia y contexto legal de la educación especial de la primera infancia; la importancia y los beneficios de crear entornos familiares para apoyar el desarrollo educativo de los niños; adaptaciones y adaptaciones curriculares; evaluación y seguimiento del progreso; y promoción.

Type of Course (ACTI Code)

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

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

## Course Requisites

### Required

Prerequisites

Corequisites

Prerequisites or Corequisites

### Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

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 | identificar las características de discapacidades específicas y describir las prácticas y estrategias educativas recomendadas; |
| 2 | explicar los propósitos y principios de la Ley de Educación para Personas con Discapacidades de 2004 (IDEA); |
| 3 | explicar los componentes del IFSP y IEP (planes educativos individualizados para los niños pequeños); |
| 4 | explicar las posibles preocupaciones y perspectivas de las familias de estudiantes con discapacidades y estrategias para construir asociaciones con las familias; |
| 5 | identificar las características de discapacidades específicas como también describir las prácticas y estrategias educativas recomendadas; |
| 6 | explicar cómo modificar el entorno educatiov y los materiales para adaptarse a los niños con necesidades especiales. |

Major Topic Outline

Las características de discapacidades específicas y la descripción las prácticas y estrategias educativas recomendadas, Los propósitos y principios de la Ley de Educación para Personas con Discapacidades de 2004 (IDEA) Los componentes del IFSP y IEP (planes educativos individualizados para los niños pequeños), Las posibles preocupaciones y perspectivas de las familias de estudiantes con discapacidades y estrategias para construir asociaciones con las familias Programas y organizaciones en la comunidad que apoyan a niños y familias con necesidades especiales. Las características de discapacidades específicas y describir las prácticas y estrategias educativas recomendadas, Modificaciones en el entorno educativo y los materiales para adaptarse a los niños con necesidades especiales.

## 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: 551

Preview Bridge

# Course Change Request

Date Submitted: 05/26/26 1:28 pm

## Viewing: ECE-221 : Observation & Guidance II in ECE Settings

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

Last edit: 06/03/26 9:07 am

Changes proposed by: Dawn Hendricks (dawn.hendricks)

Catalog Pages
referencing this
course
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. 06/01/26 7:21 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 06/03/26 9:04 am Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum Committee Outline Review Team

### History

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

Is Topic Shell Course?

| | |
|---|---|
| Are you the Faculty Contact Person? | Yes |
| Course Prefix | ECE - Early Childhood Education |
| Course Number | 221 |
| Department | Education, Human Services and Criminal Justice |
| Division | Technology, Applied Science and Public Services (TAPS) |
| Course Title | Observation & Guidance II in ECE Settings |

## Grading

| | |
|---|---|
| Grade Scheme | Standard (STND) |
| Credit Type | Credit Course |
| Allow Pass/No Pass | Yes ~~No~~ |
| 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

Designed to help students explore in greater depth the observation and guidance of children from birth-3rd grade within the classroom environment. In this more advanced course, the student focuses on additional observation and guidance techniques for observing groups of children and addresses challenging behaviors and other issues within the early childhood environment. The practitioner's role in using observation to promote their own development and to assist in the development of the children is explored in depth.

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-121

Corequisites

Prerequisites or Corequisites

### Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule: Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall

Will this class use library resources?

No

## Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

Equivalent Active Courses

ECE-221ES - Observación y Orientación II en Educación Temprana

Equivalent Inactive Courses

## Student Learning Outcomes

Student Learning Outcomes

| | Upon successful completion of this course, students should be able to: |
|---|---|
| 1 | systematically observe and record individual and groups of children in their natural setting, the classroom; |
| 2 | record observations of children using rating scales, ABC narrative event sampling, tally event sampling and time sampling techniques; |
| ~~3~~ | ~~analyze observational data to plan appropriate experiences for children;~~ |
| 3 ~~4~~ | facilitate conflict management and guidance talks with children as needed; |
| 4 ~~5~~ | implement intervention strategies and crisis management techniques in the classroom; |
| 5 ~~6~~ | make assessment decisions on individual children based on each child's strengths and needs; |

| | Upon successful completion of this course, students should be able to: |
|---|---|
| 6 ~~7~~ | collaborate with families ~~parents~~ to become educational partners in the observation and assessment of their children; |
| 7 ~~8~~ | explain the purposes and structure of the Classroom Assessment Scoring System (CLASS) for observing and assessing the quality of teacher/child interactions; |
| 8 ~~9~~ | explain how culture and language influence our observations of children. |

Major Topic Outline

1. Recording observations with rating scales. 2. Recording observations with ABC narrative event sampling. 3. Recording observations with time sampling techniques. 4. Recording observations with tally event sampling techniques. 5. Using observation and assessment data to meet the needs of each child. 6. Facilitating conflict management with children. 7. Facilitating guidance talks with children. 8. Understanding the influence of diverse family demographics on children. 9. Discussing the impacts of cultural and linguistic diversity when observing children. 10. Partnering with families to share observation and assessment information.

## 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: 05/29/26 12:42 pm

## Viewing: ECE-221ES : Observación y Orientación II en Educación Temprana

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

Last edit: 06/03/26 9:08 am

Changes proposed by: Dawn Hendricks (dawn.hendricks)

Catalog Pages
referencing this
course
Early Childhood Education (ECE)
Educación infantil y estudios familiares, AAS

Programs
referencing this
course
AAS.ECEFSES: 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. 06/01/26 7:22 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 06/03/26 9:05 am Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum Committee Outline Review Team

### History

1. Jun 8, 2023 by Megan Feagles (megan.feagles)
2. Jan 18, 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 | 221ES |
| Department | Education, Human Services and Criminal Justice |
| Division | Technology, Applied Science and Public Services (TAPS) |
| Course Title | Observación y Orientación II en Educación Temprana |

## Grading

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

## Contact hours

| | |
|---|---|
| Lecture | 44.00 |
| Lec/Lab | |
| Lab | |
| Activity | |
| Clinical | |
| Field | |
| CWE Seminar | |
| CPR | |

| | |
|---|---|
| Seminar | |
| Community Education/Drivers Ed | |
| Community Education/Adult | |
| Total | 44 |
| Proposed Effective Term | Summer 2026 |

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

Yes

Course Description

Diseñado para ayudar a los estudiantes a explorar con mayor profundidad la observación y la orientación de los niños desde el nacimiento hasta el tercer grado dentro del entorno del aula. En este curso más avanzado, el estudiante se enfoca en técnicas adicionales de observación y orientación para observar grupos de niños y aborda comportamientos desafiantes y otros problemas dentro del entorno de la primera infancia. Se explora en profundidad el papel del profesional en el uso de la observación para promover su propio desarrollo y ayudar en el progresso de los niños.

Type of Course (ACTI Code)

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

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

## Course Requisites

### Required

Prerequisites

ECE-121ES 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

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-221 - Observation & Guidance II in ECE Settings

Equivalent Inactive Courses

## Student Learning Outcomes

Student Learning Outcomes

| | Upon successful completion of this course, students should be able to: |
|---|---|
| 1 | utilizar varios métodos y herramientas (conteos de frecuencia, documentación de ABC, video) para observar y documentar el desarrollo de los niños; |
| 2 | facilitar la resolución de conflictos y las charlas de orientación con los niños según sea necesario; |
| 3 | implementar estrategias de intervención y técnicas de manejo de crisis en el aula; |
| 4 | orientar el comportamiento de los niños con discapacidades; |
| 5 | tomar decisiones de evaluación sobre niños individuales en función de las fortalezas y necesidades de cada niño; |
| 6 | colaborar con las familias para compartir información de observación y evaluación sobre sus hijos; ~~hijos.~~ |

| | Upon successful completion of this course, students should be able to: |
|---|---|
| 7 | explicar los propósitos y la estructura del Sistema de Puntuación de la Evaluación en el Aula (CLASS) para observar y evaluar la calidad de las interacciones entre docentes y niños; |
| 8 | explicar cómo el lenguaje y la cultura pueden influir nuestras observaciones. |

Major Topic Outline

El objetivo, el proceso y la practica de monitoreo, revisión y evaluación Conteos de Frecuencia y Muestras del Trabajo Formulario ABC Aprender a grabar, recabar y organizar videos de las conductas de los niños Niños con discapacidades Entendiendo las razones de los problemas de conducta Manejo de mal comportamiento persistente Problemas de orientación Planificar para la evaluación Cómo planificar un plan de estudios efectivo y significativo Colaborar con las familias

## Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Reviewer Comments

# Course Change Request

Date Submitted: 05/29/26 12:30 pm

## Viewing: ECE-291 : Practicum II

Last approved: 05/02/26 5:29 am

Last edit: 06/03/26 9:02 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. 06/01/26 7:29 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 06/03/26 9:00 am Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum Committee Outline Review Team

### History

1. Jun 8, 2023 by Megan Feagles (megan.feagles)
2. Jan 3, 2024 by Megan Feagles (megan.feagles)
3. Mar 29, 2024 by Megan Feagles (megan.feagles)

4. May 2, 2026 by Dawn Hendricks (dawn.hendricks)

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 Term | Summer 2026 |

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

Yes

Course Description

Focuses on field experience for students in a variety of early childhood education settings. This course allows students to apply knowledge, methods, and skills gained from the Early Childhood Education and 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. 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

ECE-114, ECE-154, ECE-221, ECE-240, ECE-241, ECE-280, 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 Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Winter

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

Yes

## Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

Equivalent Active Courses

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 | 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; |

| | Upon successful completion of this course, students should be able to: |
|---|---|
| 2 | collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement; |
| 3 | 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; |
| 4 | explain how assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings. |
| 5 | employ a wide range of types of assessments and their associated methods and tools; |
| 6 | complete 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; |
| 7 | build assessment partnerships with families and professional colleagues; |
| 8 | 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; |
| 9 | 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; |
| 10 | promote content knowledge— the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum; |
| 11 | 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; |
| 12 | 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; |
| 13 | know about and uphold ethical and other early childhood professional guidelines; |
| 14 | 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. |

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

## 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

# Course Change Request

Date Submitted: 05/29/26 11:50 am

## Viewing: ECE-291ES : Practicum II

Last approved: 05/02/26 5:29 am

Last edit: 06/03/26 9:03 am

Changes proposed by: Dawn Hendricks (dawn.hendricks)

Catalog Pages
referencing this
course

Early Childhood Education (ECE)

Educación infantil y estudios familiares, AAS

Programs
referencing this
course

AAS.ECEFSES: 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. 06/01/26 7:29 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 06/03/26 9:00 am Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum Committee Outline Review Team

### History

1. Jun 8, 2023 by Megan Feagles (megan.feagles)
2. Mar 29, 2024 by Megan Feagles (megan.feagles)
3. May 2, 2026 by Dawn Hendricks (dawn.hendricks)

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 Term | Summer 2026 |

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

Yes

Course Description

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.

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-154ES, ECE-179ES, ECE-221ES, ECE-240ES, ECE-241ES, and ECE-280ES

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

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 | 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; |
| 2 | colaborar como socios con las familias en el desarrollo y aprendizaje de los niños pequeños a través de relaciones y compromisos respetuosos y recíprocos; |
| 3 | 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; |

| | Upon successful completion of this course, students should be able to: |
|---|---|
| 4 | 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; |
| 5 | implementar una amplia variedad de tipos de evaluaciones, sus propósitos y los métodos y herramientas asociados a ellas; |
| 6 | 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; |
| 7 | construir alianzas de evaluación con las familias y colegas profesionales; |
| 8 | 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; |
| 9 | 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; |
| 10 | 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; |
| 11 | 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; |
| 12 | 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; |
| 13 | seguir y respetar las normas éticas y otras pautas profesionales en la educación infantil; |
| 14 | 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. |

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

## 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: 572

Preview Bridge

# Course Change Request

Date Submitted: 05/29/26 11:53 am

## Viewing: ECE-292ES : Practicum III

Last approved: 04/18/26 4:35 am

Last edit: 06/03/26 9:05 am

Changes proposed by: Dawn Hendricks (dawn.hendricks)

Catalog Pages
referencing this
course

Early Childhood Education (ECE)

Educación infantil y estudios familiares, AAS

Programs
referencing this
course

AAS.ECEFSES: 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. 06/01/26 7:29 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 06/03/26 8:59 am Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum Committee Outline Review Team

### History

1. Jun 8, 2023 by Megan Feagles (megan.feagles)
2. Mar 29, 2024 by Megan Feagles (megan.feagles)
3. Apr 18, 2026 by Dawn Hendricks (dawn.hendricks)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

| | |
|---|---|
| Course Prefix | ECE - Early Childhood Education |
| Course Number | 292ES |
| Department | Education, Human Services and Criminal Justice |
| Division | Technology, Applied Science and Public Services (TAPS) |
| Course Title | Practicum III |

## Grading

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

## Contact hours

| | |
|---|---|
| Lecture | 12.00 |
| Lec/Lab | |
| Lab | 108.00 |
| Activity | |
| Clinical | |
| Field | |
| CWE Seminar | |

| | |
|---|---|
| CPR | |
| Seminar | |
| Community Education/Drivers Ed | |
| Community Education/Adult | |
| Total | 120 |
| Proposed Effective Term | Summer 2026 |

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

Yes

Course Description

Se centra en las experiencias de practica para estudiantes de educación infantil en una variedad de entornos educativos, atendiendo a niños desde el nacimiento hasta el nivel de kinder. Este curso permite a los estudiantes profundizar y aplicar los conocimientos, métodos y habilidades adquiridos en los cursos de educación infantil y estudios de la familia, así como en los semestres anteriores de prácticas y experiencia laboral cooperativa (CWE). El curso abarca la observación y evaluación continuas, así como la asistencia al maestro mentor en la implementación de un enfoque curricular integrado, prestando especial atención al trabajo con niños de diversos orígenes y sus familias. Este curso incluye una evaluación clave (Key Assessment) obligatoria para fines de acreditación y no puede ser eximido ni convalidado mediante créditos transferidos desde otra institución. Requisito: Solicitud del estudiante.

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-169ES, ECE-239ES, ECE-254ES, and ECE-291ES ~~ECE-154ES, ECE-221ES, ECE-254ES, ECE-291ES~~

Corequisites

Prerequisites or Corequisites

### Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall/Spring

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

Yes

## Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

Equivalent Active Courses

ECE-292 - Practicum III

Equivalent Inactive Courses

## Student Learning Outcomes

Student Learning Outcomes

| | Upon successful completion of this course, students should be able to: |
|---|---|
| 1 | demostrar relaciones positivas e interacciones de apoyo como fundamento de su trabajo con niños pequeños; |

| | Upon successful completion of this course, students should be able to: |
|---|---|
| 2 | observar, evaluar y analizar el progreso de un niño en todos los ámbitos del desarrollo y el aprendizaje a lo largo del tiempo; |
| 3 | 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; |
| 4 | usar un amplio repertorio de habilidades y estrategias de enseñanza basadas en la evidencia que sean apropiadas para el desarrollo, cultural y lingüísticamente relevantes, anti-prejuicios, y que reflejen los principios del diseño universal para el aprendizaje; |
| 5 | incorporar el conocimiento del contenido: los conceptos centrales, los métodos y herramientas de investigación, la estructura y los recursos de las disciplinas académicas en un plan de estudios de la primera infancia; |
| 6 | seguir y utilizar las normas éticas y otras pautas profesionales en la educación infantil; |
| 7 | 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. |

Major Topic Outline

Estándares y competencias profesionales de la Asociación Nacional para la Educación de Niños Pequeños (NAEYC)
Observar y evaluar a los niños a lo largo del tiempo
Implementar el Sistema de Puntuación de Evaluación en el Aula (CLASS)
Desarrollar relaciones positivas con los niños
Desarrollar actividades en el aula para grupos pequeños y grandes
Incorporar contenido académico en las experiencias del aula
Convertirse en un profesional reflexivo

## 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: 574

Preview Bridge

# Course Change Request

Date Submitted: 05/26/26 12:36 pm

## Viewing: ED-280 : Education Practicum/CWE

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

Last edit: 05/26/26 12:36 pm

Changes proposed by: Laurette Scott (laurette)

Catalog Pages referencing this course

Education (ED)

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. 05/26/26 12:39 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 05/26/26 12:45 pm Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum Committee Outline Review Team

### History

1. Nov 4, 2023 by Megan Feagles (megan.feagles)
2. Mar 22, 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 | ED - Education |
| Course Number | 280 |
| Department | Education, Human Services and Criminal Justice |
| Division | Technology, Applied Science and Public Services (TAPS) |
| Course Title | Education Practicum/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 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

Cooperative work experience. Supervised practicum in a K-12 (elementary ~~an elementary,~~ ~~secondary,~~ or secondary) ~~post-secondary~~ educational setting. Participants will develop and utilize the ~~and develop~~ knowledge, skills, and attitudes relevant to working in schools and with students. Allows students to gain classroom experience and apply knowledge gained in education courses. Required: Student Petition.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Discipline Studies
Foundational Requirement

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

Yes

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

## Course Requisites

### Required

Prerequisites

Corequisites

CWE-281

Prerequisites or Corequisites

### Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

Required

Recommended

Is Student Petition required?

Yes

Show course in Schedule: Do Not Print in Schedule

Hide course in catalog: No

When do you plan to offer this course? Fall/Winter/Spring

Will this class use library resources? Yes

Have you talked with a librarian regarding that impact? No

## Course Certifications

Is this a Related Instruction course? No

Are you going to seek General Education Certification after course approval? No

General Education Outcome(s)

## Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

Student Learning Outcomes

| | Upon successful completion of this course, students should be able to: |
|---|---|
| 1 | develop individual learning objectives and document progress; |

| | Upon successful completion of this course, students should be able to: |
|---|---|
| 2 | interact effectively with students, professionals and others in the school setting as evaluated by the site supervisor; |
| 3 | utilize appropriate strategies that promote learning for a diverse population; |
| 4 | document in-classroom experience for professional portfolio; |
| 5 | reflect on and self-evaluate ~~self evaluate~~ classroom experience. |

Major Topic Outline

1. Development of an agreed upon work plan. 2. Creation of 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

~~EOU - Eastern Oregon University~~

Comparable
course(s)

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?

~~required or support for major~~

Evidence of transferability

---

OUS school to which the course will transfer

UO - University of Oregon

Comparable
course(s)

SPED 420/

How does it transfer?

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Elementary ED MTM/CAP

---

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable
course(s)

ED 209

How does it transfer?

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Elementary ED MTM/CAP

---

OUS school to which the course will transfer

EOU - Eastern Oregon University

Comparable
course(s)

ED 309

How does it transfer?

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Elementary ED MTM/CAP

---

OUS school to which the course will transfer

OSU - Oregon State University

Comparable
course(s)

ED 309

How does it transfer?

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Elementary ED MTM/CAP

---

OUS school to which the course will transfer

OSU-C - OSU-Cascade

Comparable
course(s)

ED 309

How does it transfer?

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Elementary ED MTM/CAP

Please attach documentation

Reviewer Comments

Key: 591

Preview Bridge

# Course Change Request

Date Submitted: 05/27/26 10:34 am

## Viewing: EET-112 : Electronic Equipment and Assembly I

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

Last edit: 05/27/26 10:34 am

Changes proposed by: Michael Farrell (mike.farrell)

Catalog Pages referencing this course

- Electronics Engineering Technology (EET)
- Electronics Engineering Technology, AAS
- Electronics Engineering Technology, Certificate
- Microelectronics Systems Technology, AAS
- Microelectronics Systems Technology, Certificate
- Music Technology, AAS

Programs referencing this course

- AAS.MICROSYSTECH: Microelectronics Systems Technology
- CC.MICROSYSTECH: Microelectronics Systems Technology
- AAS.MUSICTECH: Music Technology
- AAS.ELECTRONENGTECH: Electronics Engineering Technology
- CC.ELECTRONENGTECH: Electronics Engineering 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. 05/27/26 11:02 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 05/28/26 8:50 am Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum Committee Outline Review Team

### History

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

Is Topic Shell Course?

| | |
|---|---|
| Are you the Faculty Contact Person? | Yes |
| Course Prefix | EET - Electronics Engineering Technology |
| Course Number | 112 |
| Department | Industrial Technology |
| Division | Technology, Applied Science and Public Services (TAPS) |
| Course Title | Electronic Equipment and Assembly I |

## Grading

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

## Contact hours

| | |
|---|---|
| Lecture | |
| Lec/Lab | 22.00 |
| Lab | |
| Activity | |
| Clinical | |
| Field | |
| CWE Seminar | |
| CPR | |

Seminar

Community Education/Drivers Ed

Community Education/Adult

Total 22

Proposed Effective Term Summer 2026

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

Yes

Course Description

This is the first course in a three course sequence. Focus is on building and testing simple DC prototype circuits. Covers DC power supplies, DMMs, breadboarding, resistor codes, and capacitor codes. Spreadsheets will be used to organize and analyze data.

Type of Course (ACTI Code)

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

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

## Course Requisites

### Required

Prerequisites

Corequisites

Prerequisites or Corequisites

### Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule: Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall/Spring ~~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 | identify electronic components by markings and measurement; |
| 2 | build a prototype circuit; |
| 3 | measure DC voltage and current; |
| 4 | organize and analyze data using spreadsheet functions. |

Major Topic Outline

1. Resistor and Capacitor codes 2. Ohmmeter 3. Breadboarding 4. DMM for DC voltage and Current 5. Spreadsheet and simple spreadsheet formulas

## 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: 593

Preview Bridge

# Course Change Request

Date Submitted: 01/31/26 2:45 pm

## Viewing: FRP-110 : Basic Wildland Fire Investigation (FI-110)

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

Last edit: 01/31/26 2:45 pm

Changes proposed by: Jordan Gulley (jordan.gulley)

Catalog Pages referencing this course

- Fire Science (Wildland) (FRP)
- Wildland Fire Management, AAS
- Wildland Fire Science, Certificate
- Wildland FireFighter 1, Career Pathway Certificate

Programs referencing this course

- AAS.WLDLNDMGMT: Wildland Fire Management
- CC.FSWILDLAND: Wildland Fire Science
- CC.FIREFIGHT1: Wildland Firefighter 1

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. 03/06/26 12:23 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 03/19/26 11:49 am Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum Committee Outline Review Team

### History

1. Nov 8, 2023 by Megan Feagles (megan.feagles)
2. Mar 29, 2024 by Megan Feagles (megan.feagles)
3. May 18, 2024 by Jordan Gulley (jordan.gulley)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

| | |
|---|---|
| Course Prefix | FRP - Fire Science (Wildland) |
| Course Number | 110 |
| Department | Wildland Fire |
| Division | Technology, Applied Science and Public Services (TAPS) |
| Course Title | Basic Wildland Fire Investigation (FI-110) |

## 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 | 10.00 |
| Lec/Lab | |
| Lab | |
| Activity | |
| Clinical | |
| Field | |
| CWE Seminar | |

CPR

Seminar

Community Education/Drivers Ed

Community Education/Adult

| | |
|---|---|
| Total | 10 |
| Proposed Effective Term | Summer 2026 |

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

Yes

Course Description

An introduction to the roles and responsibilities of wildland firefighters in determining a wildland fire origin. Students will identify the wildland fire categories, wildland fire behavior and the initial observations made by the firefighter responding to and arriving at a wildland fire. The primary emphasis of this course is to teach sound wildland fire observations and origin scene protection practices that enable first responders to a wildland fire scene to perform proper origin scene protection 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

FRP-130 (S-130/S-190) ~~(S-130/S-190/L-180)~~

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 ~~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 | list various causes of wildland fires and their cause indicators; |
| 2 | perform the basic procedures and techniques needed to provide witness and observer information to fire investigators; |
| 3 | identify and protect wildland fire origin areas. |

Major Topic Outline

1. Identifying and protecting the point of origin. 2. Identifying causes and indicators of causes on wildland fires. 3. Obtaining Witness and Observer information.

## 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: 757

Preview Bridge

# Course Change Request

Date Submitted: 01/31/26 2:48 pm

## Viewing: FRP-112 : Introduction to Chainsaw Operations

Last approved: 10/19/25 4:59 am

Last edit: 04/22/26 7:54 am

Changes proposed by: Jordan Gulley (jordan.gulley)

Catalog Pages referencing this course

- Fire Science (Wildland) (FRP)
- Wildland Fire Management, AAS
- Wildland Fire Science, Certificate
- Wildland FireFighter 1, Career Pathway Certificate

Programs referencing this course

- AAS.WLDLNDMGMT: Wildland Fire Management
- CC.FSWILDLAND: Wildland Fire Science
- CC.FIREFIGHT1: Wildland Firefighter 1

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

### In Workflow

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

### Approval Path

1. 03/06/26 12:23 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 03/19/26 11:48 am Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum Committee Outline Review Team

### History

1. Oct 19, 2025 by Jordan Gulley (jordan.gulley)

| | |
|---|---|
| Are you the Faculty Contact Person? | Yes |
| Course Prefix | FRP - Fire Science (Wildland) |
| Course Number | 112 |
| Department | Wildland Fire |
| Division | Technology, Applied Science and Public Services (TAPS) |
| Course Title | Introduction to Chainsaw Operations |

## 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 Term Summer 2026

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

Yes

Course Description

The course lessons provide introduction to the function, maintenance and use of internal combustion engine powered chainsaws, and their tactical wildland fire application. Field exercises support entry level training for firefighters with little or no previous experience in operating a chainsaw, providing hands-on cutting experience in surroundings similar to fireline situations. Required: Student Petition.

Type of Course (ACTI Code)

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

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

## Course Requisites

### Required

Prerequisites

FRP-130 (S-130/S-190), ~~(S-130/S-190/L-180),~~ FRP-249 (L-280), FRP-250, and FRP-255

Corequisites

Prerequisites or Corequisites

### Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

Required

Students must be at least 18 years of age. Must have current first aid, CPR and AED certification

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?

Spring ~~Fall/Spring~~

Will this class use library resources?

No

## Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

Student Learning Outcomes

| | Upon successful completion of this course, students should be able to: |
|---|---|
| 1 | perform a procedural size-up and determine assignment complexity; |
| 2 | recognize how to maintain work area and cutting area control; ~~control;~~ |
| 3 | describe how to maintain communication and coordination with saw teams; |
| 4 | recognize the impact of human factors on chainsaw operations; |
| 5 | identify the parts of a chainsaw; |
| 6 | demonstrate safe chainsaw operation practices, including wearing personal protective equipment and performing safety checks; |
| 7 | demonstrate how to safely handle a chainsaw, including starting and stopping procedures, body positioning, and managing reactive forces; |
| 8 | perform basic chainsaw maintenance. |

Major Topic Outline

1. The Human Factor in Basic Saw Operations
2. Types of Basic Saw Operations

3. Limbing
4. Bucking
5. Brushing
6. Felling
7. Procedural size-up
8. Sawyer team tactics
9. Chainsaw components, maintenance, and repairs
10. Field exercises

## Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

Yes

Clean up Natural Environment

Yes

Supports Green Services

No

Percent of Course 50

Reviewer Comments

Key: 4566

Preview Bridge

# Course Change Request

Date Submitted: 01/31/26 2:49 pm

## Viewing: FRP-131 : Advanced Firefighter Training (S-131/S-133)

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

Last edit: 01/31/26 2:49 pm

Changes proposed by: Jordan Gulley (jordan.gulley)

Catalog Pages referencing this course

Fire Science (Wildland) (FRP)

Wildland Fire Management, AAS

Programs referencing this course

AAS.WLDLNDMGMT: Wildland Fire Management

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. 03/06/26 12:24 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 03/19/26 11:41 am Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum Committee Outline Review Team

### History

1. Nov 8, 2023 by Megan Feagles (megan.feagles)
2. Mar 29, 2024 by Megan Feagles (megan.feagles)
3. May 18, 2024 by Jordan Gulley (jordan.gulley)

Is Topic Shell Course?

| | |
|---|---|
| Are you the Faculty Contact Person? | |
| | Yes |
| Course Prefix | FRP - Fire Science (Wildland) |
| Course Number | 131 |
| Department | Wildland Fire |
| Division | Technology, Applied Science and Public Services (TAPS) |
| Course Title | Advanced Firefighter Training (S-131/S-133) |

## 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 | 12.00 |
| Lec/Lab | |
| Lab | |
| Activity | |
| Clinical | |
| Field | |
| CWE Seminar | |

CPR

Seminar

Community Education/Drivers Ed

Community Education/Adult

| | |
|---|---|
| Total | 12 |
| Proposed Effective Term | Summer 2026 |

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

Yes

Course Description

This course provides instruction that meets the training requirements for the Wildland Firefighter Type 1 position and/or Incident Commander Type 5 (ICT5).

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

FRP-130 (S-130/S-190) ~~(S-130/S-190/L-180)~~

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 | properly document the appropriate information during fire suppression activities; |
| 2 | describe how to incorporate and maintain open lines of communication with all appropriate fire suppression personnel; |
| 3 | demonstrate the ability to make informed decisions; |
| 4 | apply lookouts, communications, escape routes and safety zones (LCES) to fire line tactics; |
| 5 | list the steps required to properly size up a fire situation and determine appropriate tactics. |

Major Topic Outline

1. Document fire line activities. 2. Identify effective fire line communications. 3. Apply basic level tactics and safety.

## Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

Yes

Clean up Natural Environment

Yes

Supports Green Services

No

Percent of Course 30

Reviewer Comments

Key: 759

Preview Bridge

# Course Change Request

Date Submitted: 01/31/26 2:50 pm

## Viewing: FRP-211 : Portable Pumps and Water Use (S-211)

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

Last edit: 01/31/26 2:50 pm

Changes proposed by: Jordan Gulley (jordan.gulley)

Catalog Pages referencing this course

Fire Science (Wildland) (FRP)

Wildland Fire Management, AAS

Programs referencing this course

AAS.WLDLNDMGMT: Wildland Fire Management

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. 03/06/26 12:25 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 03/19/26 11:27 am Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum Committee Outline Review Team

### History

1. Nov 8, 2023 by Megan Feagles (megan.feagles)
2. May 18, 2024 by Jordan Gulley (jordan.gulley)

Is Topic Shell Course?

| | |
|---|---|
| Are you the Faculty Contact Person? | Yes |
| Course Prefix | FRP - Fire Science (Wildland) |
| Course Number | 211 |
| Department | Wildland Fire |
| Division | Technology, Applied Science and Public Services (TAPS) |
| Course Title | Portable Pumps and Water Use (S-211) |

## Grading

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

## Contact hours

| | |
|---|---|
| Lecture | 20.00 |
| Lec/Lab | |
| Lab | |
| Activity | |
| Clinical | |
| Field | |
| CWE Seminar | |
| CPR | |

Seminar

Community Education/Drivers Ed

Community Education/Adult

Total 20

Proposed Effective Term Summer 2026

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

Yes

Course Description

This course is designed to provide knowledge and skills to design, setup, operate, troubleshoot, and shut down portable water delivery systems. The focus is on portable pumps; it does not address water delivery for engines. There is also a field exercise where students will apply what they learned in the classroom.

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

FRP-130 (S-130/S-190) ~~(S-130/S-190/L-180)~~

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 | operate and maintain portable fire pumps; |
| 2 | use equipment to support fire pump operation; |
| 3 | apply basic hydraulic calculations used to operate the fire pump at the appropriate pressure; |
| 4 | successfully complete a pumping operation during the field exercises. |

Major Topic Outline

1. Portable fire pumps and their use for wildland firefighting. 2. Accessory equipment used in support of the fire pump. 3. Safety during the set up and pumping operations. 4. Assembly procedures for connecting the support equipment to the fire pump. 5. Proper operation and maintenance of the fire pump. 6. Field exercises to demonstrate basic fire pump operations skills.

## Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Reviewer Comments

Key: 766

Preview Bridge

# Course Change Request

Date Submitted: 01/31/26 2:51 pm

## Viewing: FRP-212 : Wildfire Power Saws (S-212)

Last approved: 03/10/25 4:35 am

Last edit: 01/31/26 2:51 pm

Changes proposed by: Jordan Gulley (jordan.gulley)

Catalog Pages referencing this course

Fire Science (Wildland) (FRP)

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. 03/06/26 12:25 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 03/19/26 11:26 am Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum Committee Outline Review Team

### History

1. Mar 2, 2024 by Jordan Gulley (jordan.gulley)
2. Nov 2, 2024 by Jordan Gulley (jordan.gulley)
3. Mar 10, 2025 by Jordan Gulley (jordan.gulley)

Is Topic Shell Course?

Are you the Faculty Contact Person?

| | |
|---|---|
| | Yes |
| Course Prefix | FRP - Fire Science (Wildland) |
| Course Number | 212 |
| Department | Wildland Fire |
| Division | Technology, Applied Science and Public Services (TAPS) |
| Course Title | Wildfire Power Saws (S-212) |

## 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 | 24.00 |
| Lec/Lab | 20.00 |
| 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.

No

Course Description

The course lessons provide introduction to the function, maintenance, and use of internal combustion engine-powered chainsaws, and their tactical wildland fire application. Field exercises support entry-level training for firefighters with little or no previous experience in operating a chainsaw, providing hands-on cutting experience in surroundings similar to fireline situations. Required: Student Petition.

Type of Course (ACTI Code)

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

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

## Course Requisites

### Required

Prerequisites

FRP-130 (S-130/S-190), ~~(S-130/S-190/L-180),~~ FRP-250

Corequisites

Prerequisites or Corequisites

**Recommended**

Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

Required

Students must be at least 18 years of age. Must have current first aid, CPR and AED certification

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?

Not Offered Every Year ~~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 | define and apply chain saw safety standards as required by Occupational Safety and Health Administration (OSHA) and agency handbooks, manuals, directives and owner's manual; |
| 2 | identify and demonstrate basic chain saw operation, troubleshooting, maintenance and safety features; |
| 3 | demonstrate the tactical application of chain saws in wildland fire line construction and mop up operations; |
| 4 | define risk management, human factors, and sawyer safety expectations. |

Major Topic Outline

1.Introduction to saw operations

2.Chain saw basics

3.Chainsaw brushing, limbing, and bucking
4.Chain saw directional felling
5.Hung-up trees
6.Fireline Operations

## 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

Yes

Supports Green Services

No

Percent of Course 5

Reviewer Comments

Key: 767

Preview Bridge

# Course Change Request

Date Submitted: 01/31/26 2:56 pm

## Viewing: FRP-215 : Fire Operations in the Urban Interface (S-215)

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

Last edit: 03/06/26 9:26 am

Changes proposed by: Jordan Gulley (jordan.gulley)

Catalog Pages referencing this course

Fire Science (Wildland) (FRP)

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. 03/06/26 12:25 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 03/19/26 11:26 am Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum Committee Outline Review Team

### History

1. Nov 8, 2023 by Megan Feagles (megan.feagles)
2. Oct 18, 2025 by Jordan Gulley (jordan.gulley)

Is Topic Shell Course?

| | |
|---|---|
| Are you the Faculty Contact Person? | Yes |
| Course Prefix | FRP - Fire Science (Wildland) |
| Course Number | 215 |
| Department | Wildland Fire |
| Division | Technology, Applied Science and Public Services (TAPS) |
| Course Title | Fire Operations in the Urban Interface (S-215) |

## 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 | 24.00 |
| Lec/Lab | |
| Lab | |
| Activity | |
| Clinical | |
| Field | |
| CWE Seminar | |
| CPR | |

| | |
|---|---|
| Seminar | |
| Community Education/Drivers Ed | |
| Community Education/Adult | |
| Total | 24 |
| Proposed Effective Term | Summer 2026 |

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

Yes

Course Description

Assess homes and structures located in and around forest, grass and brush lands (urban interface) for vulnerability to a wildland fire.

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

FRP-130 (S-130/S-190) and FRP-131 (S-131) ~~FRP-130 (S-130/S-190/L-180)~~

Corequisites

Prerequisites or Corequisites

### Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule: Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Not Offered Every Year ~~Term~~

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

## Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

Student Learning Outcomes

| | Upon successful completion of this course, students should be able to: |
|---|---|
| 1 | define the Wildland Urban Interface; |
| 2 | explain the assessment process for determining home and structure vulnerability to a wildland fire; |
| 3 | identify the process for clearing the areas around homes and structures for protection from a wildland fire; |
| 4 | apply appropriate tactics to suppress wildland fires that threaten homes and structures; |
| 5 | assess the needs for resources for the fire suppression operations; |
| 6 | define the safety practices for working around homes and structures during a wildland fire. |

Major Topic Outline

1. Size up (Triage). 2. Initial strategy. 3. Action plan assessment. 4. Structure triage. 5. Tactics. 6. Public relations. 7. Safety.

## 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: 768

Preview Bridge

# Course Change Request

Date Submitted: 01/31/26 2:57 pm

## Viewing: FRP-220 : Initial Attack Incident Commander (S-200)

Last approved: 11/02/24 6:52 am

Last edit: 03/06/26 9:27 am

Changes proposed by: Jordan Gulley (jordan.gulley)

Catalog Pages referencing this course

Fire Science (Wildland) (FRP)

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. 03/06/26 12:26 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 03/19/26 11:25 am Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum Committee Outline Review Team

### History

1. Nov 8, 2023 by Megan Feagles (megan.feagles)
2. Mar 29, 2024 by Megan Feagles (megan.feagles)
3. Nov 2, 2024 by Jordan Gulley (jordan.gulley)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

| | |
|---|---|
| Course Prefix | FRP - Fire Science (Wildland) |
| Course Number | 220 |
| Department | Wildland Fire |
| Division | Technology, Applied Science and Public Services (TAPS) |
| Course Title | Initial Attack Incident Commander (S-200) |

## 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 | 16.00 |
| Lec/Lab | |
| Lab | |
| Activity | |
| Clinical | |
| Field | |
| CWE Seminar | |

| | |
|---|---|
| CPR | |
| Seminar | |
| Community Education/Drivers Ed | |
| Community Education/Adult | |
| Total | 16 |
| 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

The course provides the students with the basic skills to lead the initial attack resources on small non-complex wildland fires. Provides the students with the knowledge to prepare for the assignment, assess the fire, determine resources needs and complete the necessary administrative functions required of an Initial Attack Incident Commander Type 4.

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

FRP-130 (S-130/S-190), ~~(S-130/S-190/L-180),~~ FRP-230 (S-230), and FRP-290 (S-290)

Corequisites

Prerequisites or Corequisites

### Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule: Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Not Offered Every Term

Will this class use library resources?

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 | gather essential data about the fire and lead the initial attack resources to the fire; |
| 2 | assess the fire, plan the strategy and tactics with the available resources; |
| 3 | communicate information to the designated officer or supervisor; |
| 4 | brief and deploy initial attack resources and make adjustments to the plan when necessary; |
| 5 | maintain adequate records and participate in post-fire activities with the designated officer or supervisor. |

Major Topic Outline

1. Readiness and mobilization. 2. Size-up, planning and ordering. 3. Deployment of suppression resources and containment of fire. 4. Control, mop up, and management. 5. Administrative requirements.

# Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

Yes

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 10

Reviewer Comments

Key: 770

Preview Bridge

# Course Change Request

Date Submitted: 01/31/26 2:58 pm

## Viewing: FRP-230 : Crew Boss (Single Resource) (S-230)

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

Last edit: 03/06/26 9:27 am

Changes proposed by: Jordan Gulley (jordan.gulley)

Catalog Pages referencing this course

Fire Science (Wildland) (FRP)

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. 03/06/26 12:26 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 03/19/26 11:25 am Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum Committee Outline Review Team

### History

1. Nov 8, 2023 by Megan Feagles (megan.feagles)
2. Nov 2, 2024 by Jordan Gulley (jordan.gulley)
3. Jan 18, 2025 by Jordan Gulley (jordan.gulley)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

| | |
|---|---|
| Course Prefix | FRP - Fire Science (Wildland) |
| Course Number | 230 |
| Department | Wildland Fire |
| Division | Technology, Applied Science and Public Services (TAPS) |
| Course Title | Crew Boss (Single Resource) (S-230) |

## 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 | 14.00 |
| Lec/Lab | |
| Lab | |
| Activity | |
| Clinical | |
| Field | |
| CWE Seminar | |

| | |
|---|---|
| CPR | |
| Seminar | |
| Community Education/Drivers Ed | |
| Community Education/Adult | |
| Total | 14 |
| Proposed Effective Term | Summer 2026 |

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

Yes

Course Description

The course provides the student with the basic knowledge required of a crew leader (Crew Boss) of a wildland firefighting crew for a Federal, State or Contract Agency fire organization.

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

FRP-130 (S-130/S-190), ~~(S-130/S-190/L-180),~~ FRP-131 (S-131/S-133), and FRP-290 (S-290)

Corequisites

Prerequisites or Corequisites

### Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule: Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Not Offered Every Term

Will this class use library resources?

No

## Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

Student Learning Outcomes

| | Upon successful completion of this course, students should be able to: |
|---|---|
| 1 | describe the Crew Boss responsibilities prior to and during the wildland fire assignment; |
| 2 | identify the hazards and risks on various incidents and describe a plan to reduce or eliminate the risks; |
| 3 | demonstrate and describe appropriate tactics for various wildland fire situations, and implement them through the chain of command. |

Major Topic Outline

1. Operational Leadership. 2. Mobilization. 3. Arrival at the Scene 4. Risk Management. 5. Situational Awareness for Entrapment Avoidance. 6. Safety and Tactics. 7. Offline Duties. 8. Demobilization.

## 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: 771

Preview Bridge

# Course Change Request

Date Submitted: 01/31/26 2:59 pm

## Viewing: FRP-231 : Engine Boss (Single Resource) (S-231)

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

Last edit: 03/06/26 9:27 am

Changes proposed by: Jordan Gulley (jordan.gulley)

Catalog Pages referencing this course

Fire Science (Wildland) (FRP)

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. 03/06/26 12:26 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 03/19/26 11:25 am Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum Committee Outline Review Team

### History

1. Nov 8, 2023 by Megan Feagles (megan.feagles)
2. Mar 29, 2024 by Megan Feagles (megan.feagles)
3. Nov 2, 2024 by Jordan Gulley (jordan.gulley)

4. Jan 18, 2025 by Jordan Gulley (jordan.gulley)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

| | |
|---|---|
| Course Prefix | FRP - Fire Science (Wildland) |
| Course Number | 231 |
| Department | Wildland Fire |
| Division | Technology, Applied Science and Public Services (TAPS) |
| Course Title | Engine Boss (Single Resource) (S-231) |

## 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 | 12.00 |
| Lec/Lab | |
| Lab | |
| Activity | |

| | |
|---|---|
| Clinical | |
| Field | |
| CWE Seminar | |
| CPR | |
| Seminar | |
| Community Education/Drivers Ed | |
| Community Education/Adult | |
| Total | 12 |
| Proposed Effective Term | Summer 2026 |

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

Yes

Course Description

The course provides the student with the required initial training to perform as a wildland fire engine supervisor (Engine Boss) for a Federal, State or Contact Fire organization.

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

FRP-130 (S-130/S-190), ~~(S-130/S-190/L-180),~~ FRP-131 (S-131/S-133), and FRP-290 (S-290)

Corequisites

FRP-230 (S-230)

Prerequisites or Corequisites

**Recommended**

Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule: Print in Schedule

Hide course in catalog: No

When do you plan to offer this course?

Not Offered Every Term

Will this class use library resources?

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 | assess the hazards and risks in the wildland fire environment; |
| 2 | define appropriate safety measures to address risks; |
| 3 | describe fire engine capabilities and limitations; |
| 4 | describe appropriate wildland fire tactics and size up for fire attack; |
| 5 | identify the Wildland Urban Interface. |

Major Topic Outline

1. Your Role as an Engine Boss. 2. Engine/Crew Capabilities and Limitations. 3. Situation Awareness. 4. Size-up Considerations. 5. Tactics. 6. Wildland Urban Interface.

## 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: 772

Preview Bridge

# Course Change Request

Date Submitted: 01/31/26 3:00 pm

## Viewing: FRP-244 : Wilderness II: Basic Land Navigation (S-244)

Last approved: 11/02/24 6:52 am

Last edit: 01/31/26 3:00 pm

Changes proposed by: Jordan Gulley (jordan.gulley)

Catalog Pages referencing this course

- Fire Science (Wildland) (FRP)
- Wilderness Survival & Leadership, Career Pathway Certificate
- Wildland Fire Forestry, Career Pathway Certificate
- Wildland Fire Management, AAS
- Wildland Fire Science, Certificate

Programs referencing this course

- CC.WILDSURVIVAL: Wilderness Survival & Leadership
- CC.FIREFOREST: Wildland Fire Forestry
- AAS.WLDLNDMGMT: Wildland Fire Management
- CC.FSWILDLAND: Wildland Fire Science

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. 03/06/26 12:27 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 03/19/26 11:25 am Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum Committee Outline Review Team

### History

1. Nov 8, 2023 by Megan Feagles (megan.feagles)
2. May 18, 2024 by Jordan Gulley (jordan.gulley)
3. Nov 2, 2024 by Jordan Gulley (jordan.gulley)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

| | |
|---|---|
| Course Prefix | FRP - Fire Science (Wildland) |
| Course Number | 244 |
| Department | Wildland Fire |
| Division | Technology, Applied Science and Public Services (TAPS) |
| Course Title | Wilderness II: Basic Land Navigation (S-244) |

## 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 Term | Summer 2026 |

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

Yes

Course Description

Students will learn how to make and document field observations, how to produce hand drawn and GPS field maps, and how to navigate using a map, compass, and GPS.

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

FRP-130 (S-130/S-190) ~~(S-130/S-190/L-180)~~

Corequisites

Prerequisites or Corequisites

**Recommended**

Prerequisites

FRP-290 (S-290)

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule: Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Winter

Will this class use library resources?

No

## Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

Student Learning Outcomes

| | Upon successful completion of this course, students should be able to: |
|---|---|
| 1 | interpret features on topographic maps; |
| 2 | explain land descriptions as well as distance and direction; |
| 3 | collect and interpret maps and document field observations; |
| 4 | navigate a course to a given location utilizing a map, compass, GPS and smart device. |

Major Topic Outline

1. Purpose of maps, 2. Classification of maps, 3. Map legend, 4. Grid location system, 5. Rectangular land description system, 6. Determining size of area, 7. Topographic relief, 8. Determining Slope, 9. Determining distance, 10. Compass components and taking a bearing.

## 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: 776

Preview Bridge

# Course Change Request

Date Submitted: 01/31/26 3:01 pm

## Viewing: FRP-265 : Wildland Fire Prevention Education 1 (P-101)

Last approved: 11/02/24 6:52 am

Last edit: 01/31/26 3:01 pm

Changes proposed by: Jordan Gulley (jordan.gulley)

Catalog Pages referencing this course

- Fire Science (Wildland) (FRP)
- Wildland Fire Management, AAS
- Wildland Fire Science, Certificate

Programs referencing this course

- AAS.WLDLNDMGMT: Wildland Fire Management
- CC.FSWILDLAND: Wildland Fire Science

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. 03/06/26 12:26 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 03/19/26 11:24 am Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum Committee Outline Review Team

### History

1. Nov 8, 2023 by Megan Feagles (megan.feagles)
2. Mar 29, 2024 by Megan Feagles (megan.feagles)
3. Nov 2, 2024 by Jordan Gulley (jordan.gulley)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

| | |
|---|---|
| Course Prefix | FRP - Fire Science (Wildland) |
| Course Number | 265 |
| Department | Wildland Fire |
| Division | Technology, Applied Science and Public Services (TAPS) |
| Course Title | Wildland Fire Prevention Education 1 (P-101) |

## 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 Term | Summer 2026 |

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

Yes

Course Description

This course was developed as part of a multi-course national curriculum covering wildfire prevention. It is designed to provide a basic introduction of fire prevention principles and activities for fire prevention specialists, fire managers, public information officers and others who have wildland fire prevention, education, or mitigation responsibilities. Course equivalent to NWCG P-101 Fire Prevention Education 1.

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

FRP-130 (S-130/S-190) ~~(S-130/S-190/L-180)~~

Corequisites

Prerequisites or Corequisites

**Recommended**

Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule: Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Winter

Will this class use library resources?

No

## Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

Student Learning Outcomes

| | Upon successful completion of this course, students should be able to: |
|---|---|
| 1 | describe the fundamentals of wildland fire prevention administration, education, engineering and enforcement; |
| 2 | analyze fire statistical data; |
| 3 | apply fire prevention strategies in a given scenario. |

Major Topic Outline

1. Wildland fire prevention administration 2. Wildland fire prevention education 3. Wildland fire prevention engineering 4. Wildland fire prevention enforcement 5. Wildland fire statistical data

## Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

Yes

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 10

Reviewer Comments

Key: 785

Preview Bridge

# Course Change Request

Date Submitted: 01/31/26 3:02 pm

## Viewing: FRP-275 : Wildland Fire Management 1

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

Last edit: 01/31/26 3:02 pm

Changes proposed by: Jordan Gulley (jordan.gulley)

Catalog Pages referencing this course

Fire Science (Wildland) (FRP)

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. 03/06/26 12:26 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 03/19/26 11:24 am Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum Committee Outline Review Team

### History

1. Nov 8, 2023 by Megan Feagles (megan.feagles)
2. Mar 29, 2024 by Megan Feagles (megan.feagles)
3. Oct 18, 2025 by Jordan Gulley (jordan.gulley)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

| | |
|---|---|
| Course Prefix | FRP - Fire Science (Wildland) |
| Course Number | 275 |
| Department | Wildland Fire |
| Division | Technology, Applied Science and Public Services (TAPS) |
| Course Title | Wildland Fire Management 1 |

## Grading

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

## Contact hours

| | |
|---|---|
| Lecture | 40.00 |
| Lec/Lab | |
| Lab | |
| Activity | |
| Clinical | |
| Field | |
| CWE Seminar | |

| | |
|---|---|
| CPR | |
| Seminar | |
| Community Education/Drivers Ed | |
| Community Education/Adult | |
| Total | 40 |
| Proposed Effective Term | Summer 2026 |

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

Yes

Course Description

This course is designed to meet the needs of current and future unit level Fire Program Managers. Students will learn how to identify the basic principle, policies, and procedures to effectively and safely lead, plan, and implement a fire management program. The responsibilities of the Fire Program manager include program management and personal accountability are also covered in this course.

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

FRP-130 (S-130/S-190), ~~(S-130/S-190/L-180),~~ FRP-249 (L-280), and WR-101 or WR-121Z

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 Year ~~Fall~~

Will this class use library resources?

No

## Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

Student Learning Outcomes

| | Upon successful completion of this course, students should be able to: |
|---|---|
| 1 | apply fire management principles in sound decision making, business management, human resource management, and administrative functions; |
| 2 | use of state-of-the-art tools and methods in fire management programs; |
| 3 | recognize the necessity for personal accountability required in fire program management. |

Major Topic Outline

1. Basic principles of Wildland Fire Management 2. Wildland fire policies and procedures 3. Wildland fire risk management and safety 4. Wildland fire leadership 5. Wildland fire program planning 6. Wildland fire management implementation

## 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: 788

Preview Bridge

# Course Change Request

Date Submitted: 01/31/26 3:02 pm

## Viewing: FRP-285 : Wildland Fire Facilitative Instructor (M-410)

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

Last edit: 01/31/26 3:02 pm

Changes proposed by: Jordan Gulley (jordan.gulley)

Catalog Pages referencing this course

Fire Science (Wildland) (FRP)

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. 03/06/26 12:26 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 03/19/26 11:24 am Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum Committee Outline Review Team

### History

1. Nov 8, 2023 by Megan Feagles (megan.feagles)
2. Mar 8, 2025 by Megan Feagles (megan.feagles)
3. Oct 18, 2025 by Jordan Gulley (jordan.gulley)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

| | |
|---|---|
| Course Prefix | FRP - Fire Science (Wildland) |
| Course Number | 285 |
| Department | Wildland Fire |
| Division | Technology, Applied Science and Public Services (TAPS) |
| Course Title | Wildland Fire Facilitative Instructor (M-410) |

## Grading

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

## Contact hours

| | |
|---|---|
| Lecture | 40.00 |
| Lec/Lab | |
| Lab | |
| Activity | |
| Clinical | |
| Field | |
| CWE Seminar | |

| | |
|---|---|
| CPR | |
| Seminar | |
| Community Education/Drivers Ed | |
| Community Education/Adult | |
| Total | 40 |
| Proposed Effective Term | Summer 2026 |

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

Yes

Course Description

This course helps students become effective facilitative instructors. This course improves training delivery and quality by presenting instructional methods with an emphasis on student-oriented adult training techniques. This course is designed for students to meet National Wildfire Coordinating Group (NWCG) instructor requirements.

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

FRP-130 (S-130/S-190), ~~(S-130/S-190/L-180),~~ and WR-101 or WR-121Z

Corequisites

Prerequisites or Corequisites

### Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule: Do Not Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Not Offered Every Term

Will this class use library resources?

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 effective facilitative instructor skills while giving three classroom presentations; |
| 2 | describe challenges in preparing, completing, and summarizing evaluations; |
| 3 | describe the evaluations used in this course and the benefits of evaluations; |
| 4 | describe the roles of the instructor, facilitator, and facilitative instructor; |
| 5 | identify and explain principles and conditions which apply to adult learning. |

Major Topic Outline

Major topics include; Oral communication student evaluation techniques instructional media equipment instructional objectives presentation skills principles and conditions of learning instructional methods group dynamics presentation outline development non-verbal

communication ethics and legalities intercultural communication course coordination instructional support

## Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Reviewer Comments

# Course Change Request

Date Submitted: 01/31/26 3:03 pm

## Viewing: FRP-290 : Intermediate Wildland Fire Behavior (S-290)

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

Last edit: 03/06/26 9:29 am

Changes proposed by: Jordan Gulley (jordan.gulley)

Catalog Pages
referencing this
course
Fire Science (Wildland) (FRP)
Wildland Fire Management, AAS

Programs
referencing this
course
AAS.WLDLNDMGMT: Wildland Fire Management

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. 03/06/26 12:26 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 03/19/26 11:23 am Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum Committee Outline Review Team

### History

1. Nov 8, 2023 by Megan Feagles (megan.feagles)
2. May 18, 2024 by Jordan Gulley (jordan.gulley)
3. Oct 18, 2025 by Jordan Gulley (jordan.gulley)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

| | |
|---|---|
| Course Prefix | FRP - Fire Science (Wildland) |
| Course Number | 290 |
| Department | Wildland Fire |
| Division | Technology, Applied Science and Public Services (TAPS) |
| Course Title | Intermediate Wildland Fire Behavior (S-290) |

## 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 | 36.00 |
| Lec/Lab | |
| Lab | |
| Activity | |
| Clinical | |
| Field | |
| CWE Seminar | |

CPR

Seminar

Community Education/Drivers Ed

Community Education/Adult

| | |
|---|---|
| Total | 36 |
| Proposed Effective Term | Summer 2026 |

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

Yes

Course Description

This course provides the student with the basic skills to determine the characteristics of fuels (vegetation) ~~fuels(vegetation)~~ when involved in a wildland fire, the effects weather has on a wildland fire, the various topographic features that impact wildland fire and the fire behavior patterns of a wildland fire.

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

FRP-130 (S-130/S-190) ~~(S-130/S-190/L-180)~~ and FRP-245

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 describe the attributes of the fire environment that influence wildland fire behavior; |
| 2 | acquire, interpret, and communicate the characteristics of the fire environment; |
| 3 | recognize the critical interactions between the elements of the fire environment and their effects on wildland fire behavior; |
| 4 | anticipate changes in fire behavior that will impact on-the-ground decision-making and risk management. |

Major Topic Outline

1. The Fire Continuum
2. Topography
3. Fuels
4. Weather Fundamentals

5. Air Movement
6. Gathering and Communicating Fire Weather Information
7.Regional Patterns & Resources
8. Anticipating Changes in Fire Behavior
9.Mindset for Operating in a Complex Environment

## 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: 796

Preview Bridge

# Course Change Request

Date Submitted: 05/07/26 12:29 pm

## Viewing: HD-280 : Human Development/CWE

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

Last edit: 05/07/26 12:29 pm

Changes proposed by: Traci Boyle-Galestiantz (tracibg)

Catalog Pages referencing this course

Human Development/Career Planning (HD)

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. 05/07/26 2:49 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 05/11/26 8:42 am Kelly Mercer (kelly.mercer): Approved for DAFC Curriculum Committee Outline Review Team

### History

1. Nov 7, 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 | HD - Human Development/Career Planning |
| Course Number | 280 |
| Department | Counseling |
| Division | Academic Foundations and Connections (AFAC) |
| Course Title | Human Development/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 Term | Summer 2026 |

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

Yes

Course Description

Cooperative work experience. Provides students with career-related experience in the field of Human Development or Leadership. 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?

## Course Requisites

### Required

Prerequisites

Corequisites

CWE-281

Prerequisites or Corequisites

### Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

Required

Recommended

Is Student Petition required?

Yes

Show course in Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

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 |

| | Upon successful completion of this course, students should be able to: |
|---|---|
| | work environment; |
| 3 | apply career management strategies such as interviewing, resume writing, networking, and portfolio development. |

Major Topic Outline

1.Students earn cooperative work education course credit by working in jobs that are directly related to their program major at Clackamas Community College. 2. Students in cooperation with their instructor and supervisor will set and accomplish 5 different meaningful, measurable, learning outcomes that will significantly improve their performance on the job. 3. Students, employer, and CWE instructor will meet three times during the term. 4. Students will attend CWE seminar lecture.

## 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)

ALS LDT HUMAN DEVELOPMENT/CWE

How does it transfer?

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

From the Transfer Equivalency form

---

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable
course(s)

XFER 2XX LOWER DIVISION ELECTIVE

How does it transfer?

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

The Transfer Equivalency Form

---

OUS school to which the course will transfer

PSU - Portland State University

Comparable
course(s)

GEN LD

How does it transfer?

general elective

Evidence of transferability

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

---

Please attach documentation

Reviewer Comments

Key: 899

Preview Bridge

# Course Change Request

Date Submitted: 05/06/26 10:59 am

## Viewing: HOR-225 : Arboriculture I

Last approved: 01/03/24 5:19 am

Last edit: 05/06/26 10:59 am

Changes proposed by: James Wentworth-Plato (jimwp)

Catalog Pages
referencing this
course

Horticulture Emphasis, AS - with Oregon State University
Horticulture, AAS
Horticulture/Arboriculture/Landscape/Organic Farming (HOR)
Landscape Management, AAS
Landscape Management, Arboriculture Option, AAS

Programs
referencing this
course

AAS.LANDSCAPEMGMT: Landscape Management
AAS.LANDMGMTARBOR: Landscape Management AAS, Arboriculture Option
AS.OSUGENHORT: AS, Horticulture, OSU
AAS.HORT1: Horticulture

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

### In Workflow

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

### Approval Path

1. 05/06/26 11:04 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 05/09/26 2:14 pm Nora Brodnicki (norab): Approved for DASC Curriculum Committee Outline Review Team

### History

1. Nov 7, 2023 by Megan Feagles (megan.feagles)
2. Jan 3, 2024 by Megan Feagles (megan.feagles)

| | |
|---|---|
| Are you the Faculty Contact Person? | Yes |
| Course Prefix | HOR - Horticulture/Arboriculture/Landscape/Organic Farming |
| Course Number | 225 |
| Department | Horticulture |
| Division | Arts and Sciences |
| Course Title | Arboriculture 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 Term | Summer 2026 |

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

Yes

Course Description

This course ensures students know the basics of establishing healthy trees in the urban environment. After covering tree anatomy and physiology we discuss sourcing, planting, and maintenance. We introduce electrical hazard awareness and some of the knots used in tree care. Designed to be combined with HOR-260 to prepare students for the International Society of Arboriculture Certified Arborist exam. ~~Management of trees in residential, commercial, and urban landscapes. Follows course materials prepared by the International Society of Arboriculture (ISA). Topics covered include tree anatomy, selection, installation, response to damage, soil characteristics, pruning techniques and diagnosis of pest problems. Prepares student for HOR-260.~~

Type of Course (ACTI Code)

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

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

## Course Requisites

### Required

Prerequisites

Corequisites

Prerequisites or Corequisites

**Recommended**

Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule: Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

Yes ~~No~~

## Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

Student Learning Outcomes

| | Upon successful completion of this course, students should be able to: |
|---|---|
| 1 | explain the benefits and costs of trees in urban areas; ~~describe basic tree anatomy and physiology;~~ |
| 2 | identify tree anatomy and growth patterns; ~~identify and describe the growth patterns of tree crowns, roots and trunks;~~ |
| 3 | differentiate the physiological processes of photosynthesis, respiration, transpiration, translocation, and compartmentalization; ~~sketch compartmentalization of decay in trees;~~ |

| | Upon successful completion of this course, students should be able to: |
|---|---|
| 4 | compare and contrast the characteristics of native, urban, and engineered soils; ~~list the common characteristics of urban soils relevant to tree health;~~ |
| 5 | identify methods used to modify soil chemical, physical and biological properties; ~~define engineered soils and assess their utility to tree health;~~ |
| 6 | evaluate planting recommendations for tree species and stock based on site characteristics; ~~identify methods used to modify soil chemical, physical and biological properties;~~ |
| 7 | describe and be able to illustrate International Society of Arboriculture pruning styles and objectives for trees; ~~list key factors to consider in tree selection;~~ |
| 8 | discuss appropriate use and limitations of current tree support systems; ~~describe the recommended tree planting recommendations for bare root, containerized and ball-and-burlap trees;~~ |
| 9 | assess the electrical risks of overhead wires for trees and humans; ~~explain the advantages and disadvantages of bare root, containerized and ball-and-burlap trees relative to planting practices;~~ |
| 10 | evaluate ropes used in arboriculture for safe use and purpose. ~~evaluate landscape installation practices for a new building site;~~ |
| ~~11~~ | ~~formulate an appropriate Tree Preservation Plan for 2 different trees;~~ |
| ~~12~~ | ~~describe and be able to illustrate International Society of Arboriculture pruning guidelines for trees;~~ |
| ~~13~~ | ~~employ the systematic process for accurately diagnosing a tree pest problem.~~ |

Major Topic Outline

Role of trees in urban ecosystems
Tree anatomy
Tree growth patterns
Photosynthesis
Respiration
Transpiration
Tree Vascular Systems
Compartmentalization of Decay in Trees: CODIT
ANSI A300
ANSI Z133
Site Assessment
Soil alterations

Water management
Tree selection and installation
Tree establishment
Pruning concepts and techniques
Ropes and Knots used in Arboriculture
Tree support systems
Lightning protection
Electrical hazards ~~1. Tree anatomy & growth patterns. 2. Review of ISA tree list for Pacific Northwest. 3. Management of the tree's environment. 4. Soil relations, water management, fertilization. 5. Site considerations. 6. Tree selection, installation, and establishment. 7. Pruning concepts and techniques. 8. Tree problem diagnosis. 9. Cultural maladies. 10. Biotic & abiotic disorders. 11. Plant health care. 12. Compartmentalization of decay in trees.~~

## Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

Yes

Clean up Natural Environment

Yes

Supports Green Services

Yes

Percent of Course 50

Reviewer Comments

Key: 957

Preview Bridge

# Course Change Request

Date Submitted: 05/06/26 11:00 am

## Viewing: HOR-260 : Arboriculture II

Last approved: 01/03/24 5:19 am

Last edit: 05/13/26 6:37 am

Changes proposed by: James Wentworth-Plato (jimwp)

Catalog Pages referencing this course

- Horticulture, AAS
- Horticulture/Arboriculture/Landscape/Organic Farming (HOR)
- Landscape Management, AAS
- Landscape Management, Arboriculture Option, AAS

Programs referencing this course

- AAS.LANDSCAPEMGMT: Landscape Management
- AAS.LANDMGMTARBOR: Landscape Management AAS, Arboriculture Option
- AAS.HORT1: Horticulture

Credits/Hours/Instructional Method Change

### In Workflow

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

### Approval Path

1. 05/06/26 11:04 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 05/11/26 9:29 am Deanna Myers (deanna.myers): Approved for DASC Curriculum Committee Outline Review Team

### History

1. Nov 7, 2023 by Megan Feagles (megan.feagles)
2. Jan 3, 2024 by Megan Feagles (megan.feagles)

Is Topic Shell Course?

| | |
|---|---|
| Are you the Faculty Contact Person? | Yes |
| Course Prefix | HOR - Horticulture/Arboriculture/Landscape/Organic Farming |
| Course Number | 260 |
| Department | Horticulture |
| Division | Arts and Sciences |
| Course Title | Arboriculture 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 Term | Summer 2026 |

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

Yes

Course Description

This course builds on HOR-225, preparing students for the International Society of Arboriculture Certified Arborist exam. We focus on ways to assess trees for health, risk, and value in our urban environment as well as how to communicate these findings with clients and peers. This course includes crew and climber safety. ~~Evaluation, assessment and management of trees in the urban environment. Covers monetary and ecosystem values for trees, property development considerations, tree appraisals, tree inventories, risk assessments, and crew management. Together with HOR-225, this class will prepare students for passing the ISA Certified Arborist exam.~~

Type of Course (ACTI Code)

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

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

## Course Requisites

### Required

Prerequisites

HOR-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?

Winter

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

Yes ~~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 | sketch compartmentalization of decay in trees; ~~explain the role of trees in urban ecosystems;~~ |
| 2 | explain basic tree biomechanics principles as they relate to tree health; |
| 3 | explain the purpose and process for completing tree inventories; ~~explain tree challenges confronted in property development projects;~~ |
| 4 | perform and evaluate tree risk assessments; ~~perform plant appraisals;~~ |
| 5 | formulate an appropriate Tree Preservation Plan for a property development; ~~perform and evaluate tree risk assessments;~~ |

| | Upon successful completion of this course, students should be able to: |
|---|---|
| 6 | employ the systematic process for accurately diagnosing a tree pest problem; ~~explain the purpose and process for completing tree inventories;~~ |
| 7 | relate the strategies of Integrated Pest Management (IPM) and Integrated Vegetation Management (IVM) to Plant Health Care (PHC); ~~explain the impact of utilities on tree management;~~ |
| 8 | identify key aspects of successful crew management. |

Major Topic Outline

Visually assessing trees for abnormalities
The body language of trees
Tree inventories
Tree risk levels of assessment
Target assessment
Likelihood and consequences of tree failure
Risk Mitigation
Trees and Construction best management practices (BMP)
Critical root zones
Tree protection zones
Tree protection techniques
Professional ethics and responsibilities
Factual report writing vs advocacy
Crew management and training
Communication skills
ANSI A300
ANSI Z133
Establishing a safe worksite
Knots used in arboriculture
Plant Health Care (PHC)
Integrated Pest Management (IPM)
Integrated Vegetation Management (IVM)
Action Thresholds
Phenology
Compartmentalization of decay in trees (CODIT)
Plant Appraisal Approach to value
Laws around tree work near wildlife ~~1.Role of Trees in Urban Ecosystems a.Stormwater capture b.Wildlife habitat c.Calming effect d.Erosion reduction e.Temperature modification f.Property value 2.Tree Biomechanics Relating to Tree Health a.Normal tree form b.Tree form modifications as response to stresses c.Visual Tree Assessment as relates to biomechanics~~

~~3.Tree Challenges in Development Projects a.Street improvements (streets, sidewalks) b.New construction around existing trees 4.Plant Appraisals a.Plant appraisal process b.Approaches to value c.Factors in plant appraisal d.Professional consideration and responsibilities e.Report writing 5.Tree Risk Assessments (hazard tree evaluation) a.Factors to consider b.Tools that assist in assessment c.Writing the Form d.Conveying information to the client 6.Tree Inventories a.Objectives of tree inventories b.Tools that assist in inventory c.Inventories done by volunteers vs. professionals d.Examples of completed inventories 7.Utilities a.Electrical hazards b.Planting considerations c.Management schedule 8.Crew Management a.Training b.Ethics c.Communication skills d.Labor issues~~

## Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

Yes

Clean up Natural Environment

No

Supports Green Services

Yes

Percent of Course 30

Reviewer Comments

Key: 980

Preview Bridge

# Course Change Request

Date Submitted: 01/26/26 10:13 pm

Viewing: **IMT-104 : Reading Schematics, Symbols, and Engineering Prints ~~Reading Schematics and Symbols~~**

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

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

Changes proposed by: Craig Connors (craig.connors)

Catalog Pages referencing this course

- Energy Systems Maintenance, Certificate
- Industrial Maintenance Technology (IMT)
- Industrial Maintenance Technology Mechanical Maintenance, Certificate
- Industrial Maintenance Technology, AAS
- Industrial Maintenance Technology, Certificate
- Microelectronics Systems Technology, AAS
- Music Technology, AAS
- Renewable Energy Technology, AAS
- Renewable Energy Technology, Certificate

Programs referencing this course

- CC.IMTMECHMAIN: Industrial Maintenance Technology Mechanical Maintenan
- AAS.INDMAINTECH: Industrial Maintenance Technology
- CC.INDMAINTECH: Industrial Maintenance Technology
- AAS.MICROSYSTECH: Microelectronics Systems Technology
- AAS.RNEWNRGYTECH: Renewable Energy Technology
- CC.RNEWNRGYTECH: Renewable Energy Technology
- AAS.MUSICTECH: Music Technology
- CC.ENSYSMAIN: Energy Systems Maintenance

## In Workflow

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

## Approval Path

1. 01/27/26 6:26 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 03/19/26 11:20 am Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum Committee Outline Review Team

## History

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

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

| | |
|---|---|
| Course Prefix | IMT - Industrial Maintenance Technology |
| Course Number | 104 |
| Department | Industrial Technology |
| Division | Technology, Applied Science and Public Services (TAPS) |
| Course Title | Reading Schematics, Symbols, and Engineering Prints ~~Reading Schematics and Symbols~~ |

## 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 | 22.00 |
| Lec/Lab | |
| Lab | |
| Activity | |
| Clinical | |

| | |
|---|---|
| Field | |
| CWE Seminar | |
| CPR | |
| Seminar | |
| Community Education/Drivers Ed | |
| Community Education/Adult | |
| Total | 22 |
| 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

A basic course of study that will develop the student's understanding of reading schematics, symbols, ~~schematics~~ and engineering prints ~~symbols~~ through lectures and hands-on examples.

Type of Course (ACTI Code)

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

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

## Course Requisites

### Required

Prerequisites

Corequisites

Prerequisites or Corequisites

### Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule: Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Not Offered Every Term

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

Yes

## Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

Equivalent Active Courses

APR-104LM - Reading Schematics, Symbols, and Engineering Prints

Equivalent Inactive Courses

## Student Learning Outcomes

Student Learning Outcomes

| | Upon successful completion of this course, students should be able to: |
|---|---|
| 1 | identify the definition and characteristics of schematics; |
| 2 | demonstrate various types of lines and symbols on schematics, including electrical, hydraulic and pneumatic; |
| 3 | diagram electrical schematics and wiring diagrams; |
| 4 | summarize the purpose of the main parts of a hydraulic and pneumatic system; |
| 5 | diagram hydraulic and pneumatic systems using components and diagrams; |
| 6 | demonstrate troubleshooting techniques for electrical, hydraulic and pneumatic systems; ~~systems.~~ |

| | Upon successful completion of this course, students should be able to: |
|---|---|
| 7 | understand and demonstrate the visualization and interpretation of engineering prints; |
| 8 | read and interpret a basic engineering print, including dimensions, notes, title block, and revision history. |

Major Topic Outline

1. Identifying schematics. 2. Identifying symbols used in electrical, pneumatic and hydraulic systems. 3. Wiring and troubleshooting electric circuits. 4. Drawing and recognizing electrical, hydraulic and pneumatic circuits. 5. Troubleshooting skills in repairing and maintaining electrical, hydraulic and pneumatic systems. 6. Interpretation and visualization of engineering prints.

## 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: 1032

Preview Bridge

# Course Change Request

Date Submitted: 05/07/26 1:49 pm

## Viewing: MUS-131 : The Art of Piano Playing

## ~~Group Piano: Piano for Pleasure~~

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

Last edit: 05/07/26 1:49 pm

Changes proposed by: Lars Campbell (lars.campbell)

Catalog Pages referencing this course

- Music (MUS)
- Music Performance & Technology, AAS
- Music Technology, AAS
- Music Technology, Certificate

Programs referencing this course

- AAS.MUSICPERFTECH: Music Performance & Technology
- CC.MUSICTECH: Music Technology
- AAS.MUSICTECH: Music Technology

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

### In Workflow

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

### Approval Path

1. 05/07/26 2:08 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 05/12/26 11:48 am Debra Carino (dcarino): Approved for DASC Curriculum Committee Outline Review Team

### History

1. Nov 7, 2023 by Megan Feagles (megan.feagles)
2. Jun 7, 2025 by Lars Campbell (lars.campbell)

| | |
|---|---|
| Are you the Faculty Contact Person? | Yes |
| Course Prefix | MUS - Music |
| Course Number | 131 |
| Department | Music |
| Division | Arts and Sciences |
| Course Title | The Art of Piano Playing ~~Group Piano: Piano for Pleasure~~ |

## Grading

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

## Contact hours

| | |
|---|---|
| Lecture | |
| Lec/Lab | 22.00 |
| Lab | |
| Activity | |
| Clinical | |
| Field | |
| CWE Seminar | |
| CPR | |
| Seminar | |

| | |
|---|---|
| Community Education/Drivers Ed | |
| Community Education/Adult | |
| Total | 22 |
| Proposed Effective Term | Summer 2026 |

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

Yes

Course Description

First of three courses in a year-long sequence. Beginning classroom piano instruction for non-music majors. Includes reading, theory, technical exercises, and the opportunity to share your music with others. Beginning to intermediate level.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Discipline Studies
Elective Only

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

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

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 | perform simple piano works for audience; |
| 2 | exhibit confidence to perform for others; |
| 3 | demonstrate good practice habits. |

Major Topic Outline

1. Reading simple music.
2. Understanding of rudimentary musical notation.
3. Basic hand position.
4. Performing for audience.

## 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)

MUS191

How does it transfer?

general elective
required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

transferology

---

OUS school to which the course will transfer

UO - University of Oregon

Comparable
course(s)

MUS1AAT

How does it transfer?

general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

transferology

---

Please attach documentation

Reviewer Comments

Key: 1254

Preview Bridge

# Course Change Request

Date Submitted: 05/07/26 1:50 pm

## Viewing: MUS-132 : The Art of Piano Playing

## ~~Group Piano: Piano for Pleasure~~

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

Last edit: 05/07/26 1:50 pm

Changes proposed by: Lars Campbell (lars.campbell)

Catalog Pages referencing this course

- Music (MUS)
- Music Performance & Technology, AAS
- Music Technology, AAS
- Music Technology, Certificate

Programs referencing this course

- AAS.MUSICPERFTECH: Music Performance & Technology
- CC.MUSICTECH: Music Technology
- AAS.MUSICTECH: Music Technology

Credits/Hours/Instructional Method Change

### In Workflow

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

### Approval Path

1. 05/07/26 2:08 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 05/12/26 10:19 pm Keely Baca (keely.baca): Approved for DASC Curriculum Committee Outline Review Team

### History

1. Nov 7, 2023 by Megan Feagles (megan.feagles)
2. Jun 7, 2025 by Lars Campbell (lars.campbell)

Is Topic Shell Course?

| | |
|---|---|
| Are you the Faculty Contact Person? | |
| | Yes |
| Course Prefix | MUS - Music |
| Course Number | 132 |
| Department | Music |
| Division | Arts and Sciences |
| Course Title | The Art of Piano Playing ~~Group Piano: Piano for Pleasure~~ |

## Grading

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

## Contact hours

| | |
|---|---|
| Lecture | |
| Lec/Lab | 22.00 |
| Lab | |
| Activity | |
| Clinical | |
| Field | |
| CWE Seminar | |
| CPR | |
| Seminar | |

| | |
|---|---|
| Community Education/Drivers Ed | |
| Community Education/Adult | |
| Total | 22 |
| Proposed Effective 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

Second of three courses in a year-long sequence. Beginning classroom piano instruction for non-music majors. Includes reading, theory, technical exercises, and the opportunity to share your music with others. Beginning to intermediate level.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Discipline Studies
Elective Only

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

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

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 | perform simple piano works for audience; |
| 2 | exhibit confidence to perform for others; |
| 3 | demonstrate good practice habits. |

Major Topic Outline

1. Reading simple music.
2. Understanding of musical notation.
3. Basic hand position.
4. Performing for audience.

## 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

UO - University of Oregon

Comparable course(s)

MUS1AAT

How does it transfer?

general elective
required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

transferology

---

OUS school to which the course will transfer

PSU - Portland State University

Comparable
course(s)

MUS-192

How does it transfer?

general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

transferology

---

Please attach documentation

Reviewer Comments

Key: 1255

Preview Bridge

# Course Change Request

Date Submitted: 05/07/26 1:51 pm

## Viewing: MUS-133 : The Art of Piano Playing

## ~~Group Piano: Piano for Pleasure~~

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

Last edit: 05/07/26 1:51 pm

Changes proposed by: Lars Campbell (lars.campbell)

Catalog Pages referencing this course

- Music (MUS)
- Music Performance & Technology, AAS
- Music Technology, AAS
- Music Technology, Certificate

Programs referencing this course

- AAS.MUSICPERFTECH: Music Performance & Technology
- CC.MUSICTECH: Music Technology
- AAS.MUSICTECH: Music Technology

Credits/Hours/Instructional Method Change

### In Workflow

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

### Approval Path

1. 05/07/26 2:08 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 05/27/26 5:05 pm Ephanie Debey (ephanie.debey): Approved for DASC Curriculum Committee Outline Review Team

### History

1. Nov 7, 2023 by Megan Feagles (megan.feagles)
2. Jun 7, 2025 by Lars Campbell (lars.campbell)

Is Topic Shell Course?

| | |
|---|---|
| Are you the Faculty Contact Person? | |
| | Yes |
| Course Prefix | MUS - Music |
| Course Number | 133 |
| Department | Music |
| Division | Arts and Sciences |
| Course Title | The Art of Piano Playing ~~Group Piano: Piano for Pleasure~~ |

## Grading

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

## Contact hours

| | |
|---|---|
| Lecture | |
| Lec/Lab | 22.00 |
| Lab | |
| Activity | |
| Clinical | |
| Field | |
| CWE Seminar | |
| CPR | |
| Seminar | |

| | |
|---|---|
| Community Education/Drivers Ed | |
| Community Education/Adult | |
| Total | 22 |
| Proposed Effective Term | Summer 2026 |

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

Yes

Course Description

Third of three courses in a year-long sequence. Beginning classroom piano instruction for non-music majors. Includes reading, theory, technical exercises, and the opportunity to share your music with others. Beginning to intermediate level.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Discipline Studies
Elective Only

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

## Course Requisites

### Required

Prerequisites

Corequisites

Prerequisites or Corequisites

**Recommended**

Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule: Print in Schedule

Hide course in catalog: No

When do you plan to offer this course?

Spring

Will this class use library resources?

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 | perform more advanced piano works for audience; |
| 2 | exhibit increased confidence to perform for others; |
| 3 | demonstrate good practice habits. |

Major Topic Outline

1. Reading more complex music.
2. Understanding of musical notation.
3. Hand position.
4. Performing for audience.

## 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

UO - University of Oregon

Comparable course(s)

MUS-1AAT

How does it transfer?

general elective
required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

transferology

---

OUS school to which the course will transfer

PSU - Portland State University

Comparable
course(s)

MUS-193

How does it transfer?

general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

transferology

---

Please attach documentation

Reviewer Comments

Key: 1256

Preview Bridge

# Course Change Request

Date Submitted: 05/26/26 3:22 pm

## Viewing: TA-101 : Appreciation of Theatre

Last approved: 10/04/23 4:44 am

Last edit: 05/26/26 3:22 pm

Changes proposed by: Allison Moon (allison.moon)

Related GenEd:

TA-101: Appreciation of Theatre

Catalog Pages referencing this course

Architectural Engineering Emphasis, AS - with Oregon State University
Associate of Arts Oregon Transfer (AAOT)
Associate of General Studies (AGS)
Biological Engineering Emphasis, AS - with Oregon State University
Biology (AST)
Business (AST)
Chemical Engineering Emphasis, AS - with Oregon State University
Civil Engineering Emphasis, AS - with Oregon State University
Civil Engineering Emphasis, AS - with Portland State University
Computer Engineering Emphasis, AS - with Portland State University
Computer Science (AST)
Computer Science Emphasis, AS - with Portland State University
Construction Engineering Management Emphasis, AS - with Oregon State University
Core Transfer Map (CTM)
Creative Arts, Communication and Humanities
Ecological Engineering Emphasis, AS - with Oregon State University
Electrical Engineering Emphasis, AS - with Oregon State University
Electrical Engineering Emphasis, AS - with Portland State University
Elementary Education (AAOT)
Environmental Engineering Emphasis, AS - with Oregon State University
Environmental Engineering Emphasis, AS - with Portland State University
Industrial Engineering Emphasis, AS - with Oregon State University

### In Workflow

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

### Approval Path

1. 05/27/26 6:41 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 05/27/26 5:06 pm Ephanie Debey (ephanie.debey): Approved for DASC Curriculum Committee Outline Review Team

### History

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

Mechanical Engineering Emphasis, AS - with Oregon State University
Mechanical Engineering Emphasis, AS - with Portland State University
Music Emphasis, AS - with Portland State University
Oregon Transfer Module (OTM)
Theatre Arts (TA)

Programs referencing this course

AS.OSUINDENG: AS, Industrial Engineering, OSU
AS.OSUBIOLENGR: AS, Biological Engineering, OSU
AS.OSUSMECHENGR: AS, Mechanical Engineering, OSU
AS.PSUMECHENGR: AS, Mechanical Engineering, PSU
AS.PSUMUSIC: AS, Music, PSU
AS.TBIOLOGY: Biology (AST)
NA.OTM: Oregon Transfer Module
AS.OSUARCHENGR: AS, Architectural Engineering, OSU
AS.TCOMPSCIESWO, AS.TCOMPSCIOSPSUO: Computer Science
AS.TBUSINESS: Business (AST)
NA.CTM: Core Transfer Map
CC.TECHTHEATRE: Technical Theatre
AS.TPSYCHOLOGY: Psychology (AST)
AS.TSOCIOLOGY: Sociology (AST)
AA.TSOCIOLOGY: Sociology (AAT)
AS.THUMDEVFAM: Human Development and Family Services (
AA.THUMDEVFAM: Human Development and Family Services
AS.OSUCHEMENGR: AS, Chemical Engineering, OSU
AS.OSUCIVILENGR: AS, Civil Engineering, OSU
AS.PSUCIVILENGR: AS, Civil Engineering, PSU
AS.PSUCOMPENGR: AS, Computer Engineering, PSU
AS.PSUCOMPSCI: AS, Computer Science, PSU
AS.OSUCONENRMGT: AS, Construction Engineering Managem
AS.OSUECOLENGR: AS, Ecological Engineering, OSU
EFA.CARTSCOMMHUM: EFA, Creative Arts, Communication & Humanities
AS.OSUELCOMPENGR: AS, Electrical Engineering, OSU
AS.PSUELECTENGR: AS, Electrical Engineering, PSU
AA.OREGONTRANSFER: Associate of Arts Oregon Transfer (AA
AA.OTELEMED: Elementary Education (AAOT)
AGS.GENERAL: Associate of General Studies
AS.OSUENVIRENGR: AS, Environmental Engineering, OSU
AS.PSUENVIRENGR: AS, Environmental Engineering, PSU

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

| | |
|---|---|
| Course Prefix | TA - Theatre Arts |
| Course Number | 101 |
| Department | Communications and Theatre Arts |
| Division | Arts and Sciences |
| Course Title | Appreciation of Theatre |

## Grading

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

## Contact hours

| | |
|---|---|
| Lecture | 44.00 |
| Lec/Lab | |
| Lab | |
| Activity | |
| Clinical | |
| Field | |

CWE Seminar

CPR

Seminar

Community Education/Drivers Ed

Community Education/Adult

Total 44

Proposed Effective Term Summer 2026

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

Yes

Course Description

Students will be introduced to the many aspects of theatre arts by attending multiple area productions and watching professionally recorded productions of other plays. ~~productions.~~ Plays will be reviewed and evaluated through writing assignments and discussions.

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?

No

## Course Certifications

Is this a Related Instruction course?

No

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

Yes

General Education Outcome(s)

Arts & Letters

## Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

Student Learning Outcomes

| | Upon successful completion of this course, students should be able to: |
|---|---|
| 1 | identify the elements utilized in the production of live theatre; (AL1)(AL2) |
| 2 | analyze and discuss the perceived level of success of a play production through well-supported argument based in careful observation; (AL1)(AL2) |
| 3 | evaluate and describe the major themes of a play, including cultural and historic context, in order to deduce a playwright's intent; (AL1)(AL2) |
| 4 | compose well-supported essays to review the plays based on academic criteria. |

# AAOT/ASOT General Education Outcomes Course Outline Mapping Chart

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

### WR: Writing Outcomes

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

S

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

P

Demonstrate appropriate reasoning in response to complex issues.

P

### SP: Speech/Oral Communication Outcomes

Engage in ethical communication processes that accomplish goals.

P

Respond to the needs of diverse audiences and contexts.

P

Build and manage relationships.

P

### AL: Arts and Letters Outcomes

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

S

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

S

# Outcome Assessment Strategies

Outcomes Assessment Strategies

Projects
Writing Assignments
Other Assessment Tools

Other Assessment Tools

Major Topic Outline

1. Acting: character development, moment to moment playing, intention and motivation, listening and responding, voice and articulation, movement, style, believability 2. Directing: casting, staging, working in collaboration with actors and designers 3. Playwright: process, themes, ideas, voice 4. Design and Technical: scenic, costume, and lighting design; technical direction and stage management 5. Criticism: the role, approach, and impact of the theatre critic 6. Students are expected to utilize both print and electronic information resources available through CCC's computer labs and library to complete assignments

## 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)

TALD

How does it transfer?

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Transferology

---

OUS school to which the course will transfer

UO - University of Oregon

Comparable
course(s)

TA100T

How does it transfer?

other (provide details)

Details of how course transfers

Unspecified

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Transferology

---

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable
course(s)

TA110

How does it transfer?

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

CollegeSource

---

OUS school to which the course will transfer

EOU - Eastern Oregon University

Comparable
course(s)

THEA-LDT

How does it transfer?

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Website

---

Please attach documentation

Reviewer Comments

# Course Change Request

Date Submitted: 05/26/26 3:27 pm

## Viewing: TA-103 : Appreciation of Theatre

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

Last edit: 05/26/26 3:27 pm

Changes proposed by: Allison Moon (allison.moon)

Catalog Pages referencing this course

- Architectural Engineering Emphasis, AS - with Oregon State University
- Associate of Arts Oregon Transfer (AAOT)
- Associate of General Studies (AGS)
- Biological Engineering Emphasis, AS - with Oregon State University
- Biology (AST)
- Business (AST)
- Chemical Engineering Emphasis, AS - with Oregon State University
- Civil Engineering Emphasis, AS - with Oregon State University
- Computer Science (AST)
- Construction Engineering Management Emphasis, AS - with Oregon State University
- Core Transfer Map (CTM)
- Ecological Engineering Emphasis, AS - with Oregon State University
- Electrical Engineering Emphasis, AS - with Oregon State University
- Elementary Education (AAOT)
- Environmental Engineering Emphasis, AS - with Oregon State University
- Industrial Engineering Emphasis, AS - with Oregon State University
- Mechanical Engineering Emphasis, AS - with Oregon State University
- Music Emphasis, AS - with Portland State University
- Oregon Transfer Module (OTM)
- Theatre Arts (TA)

Programs referencing this course

- AS.OSUINDENG: AS, Industrial Engineering, OSU
- AS.OSUBIOLENGR: AS, Biological Engineering, OSU

### In Workflow

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

### Approval Path

1. 05/27/26 6:41 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 05/27/26 2:28 pm Nora Brodnicki (norab): Approved for DASC Curriculum Committee Outline Review Team

### History

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

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
AS.OSUENVIRENGR: AS, Environmental Engineering, OSU

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

| | |
|---|---|
| Course Prefix | TA - Theatre Arts |
| Course Number | 103 |
| Department | Communications and Theatre Arts |
| Division | Arts and Sciences |
| Course Title | Appreciation of Theatre |

## Grading

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

## Contact hours

| | |
|---|---|
| Lecture | 44.00 |
| Lec/Lab | |
| Lab | |
| Activity | |
| Clinical | |
| Field | |
| CWE Seminar | |
| CPR | |
| Seminar | |
| Community Education/Drivers Ed | |
| Community Education/Adult | |
| Total | 44 |
| Proposed Effective Term | Summer 2026 |

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

Course Description

Students will analyze the many aspects of theatre arts at an advanced level by attending multiple area productions and viewing online productions. Plays will be reviewed and evaluated through writing assignments and discussions.

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-090 or placement in WR-121Z. TA-101 and TA-102

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 ~~Not Offered Every Year~~

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

## Course Certifications

Is this a Related Instruction course?

No

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

Yes

General Education Outcome(s)

Arts & Letters

## Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

Student Learning Outcomes

| | Upon successful completion of this course, students should be able to: |
|---|---|
| 1 | identify the elements utilized in the production of live theatre; (AL1)(AL2) |
| 2 | analyze and discuss the perceived level of success of a play production through well-supported argument based in careful observation; (AL1)(AL2) |
| 3 | evaluate and describe the major themes of a play, including cultural and historic context, in order to deduce a playwright's intent; (AL1)(AL2) |
| 4 | compose well-supported essays to review the plays based on academic criteria. |

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

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

### WR: Writing Outcomes

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

S

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

S

Demonstrate appropriate reasoning in response to complex issues.

P

### SP: Speech/Oral Communication Outcomes

Engage in ethical communication processes that accomplish goals.

P

Respond to the needs of diverse audiences and contexts.

P

Build and manage relationships.

P

### AL: Arts and Letters Outcomes

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

S

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

S

## Outcome Assessment Strategies

Outcomes Assessment Strategies

Projects
Writing Assignments
Other Assessment Tools

Other Assessment Tools

Major Topic Outline

1. Acting: character development, moment to moment playing, intention and motivation, listening and responding, voice and articulation, movement, style, believability 2. Directing: casting, staging, working in collaboration with actors and designers 3. Playwrighting: process, themes, ideas, voice 4. Design and Technical: scenic, costume, and lighting design; technical direction and stage management 5. Criticism: the role, approach, and impact of the theatre critic 6. Students are expected to utilize both print and electronic information resources available through CCC's computer labs and library to complete assignments

## 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)

THEA-LDT

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)

TA 110

How does it transfer?

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

CollegeSource

---

OUS school to which the course will transfer

PSU - Portland State University

Comparable
course(s)

TALD

How does it transfer?

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

transferology

---

OUS school to which the course will transfer

OSU - Oregon State University

Comparable
course(s)

TA100T

How does it transfer?

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Transferology

---

Please attach documentation

Reviewer Comments

Key: 1486

Preview Bridge

# Course Change Request

Date Submitted: 05/08/26 7:53 am

## Viewing: TA-121 : Costuming I

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

Last edit: 05/08/26 7:53 am

Changes proposed by: Melissa Jones (melissaj)

Catalog Pages referencing this course

Theatre Arts (TA)

Programs referencing this course

CC.TECHTHEATRE: Technical Theatre

Credits/Hours/Instructional Method Change

### In Workflow

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

### Approval Path

1. 02/23/26 7:24 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 04/02/26 1:32 pm Debra Carino (dcarino): Rollback to Initiator
3. 05/11/26 6:38 am Megan Feagles (megan.feagles): Approved for Curriculum Office
4. 05/12/26 11:46 am Debra Carino (dcarino): Approved for DASC Curriculum Committee Outline Review Team

### History

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

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

| | |
|---|---|
| Course Prefix | TA - Theatre Arts |
| Course Number | 121 |
| Department | Communications and Theatre Arts |
| Division | Arts and Sciences |
| Course Title | Costuming I |

## Grading

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

## Contact hours

| | |
|---|---|
| Lecture | |
| Lec/Lab | 66.00 |
| Lab | |
| Activity | |
| Clinical | |

| | |
|---|---|
| Field | |
| CWE Seminar | |
| CPR | |
| Seminar | |
| Community Education/Drivers Ed | |
| Community Education/Adult | |
| Total | 66 |
| Proposed Effective 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

First in a three-part series. Introduction to the fundamental principles and practice in theatrical costuming techniques. Basic sewing techniques, understanding fabrics, and an overview of how the costume design process works from concept to stage is emphasized. Students learn introductory costume construction and costume design techniques through a series of hands-on projects. May be repeated for up to 6 credits. ~~First in a three-part series. Study and practice in theatrical costuming techniques for various types of live theatrical productions. Students will analyze scripts, research historical background, and study period fashion to develop character wardrobes. This is a project-based course where students will construct and tailor costume and prop pieces for cast members. No experience necessary; limited seats.~~

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Discipline Studies

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

Yes ~~No~~

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

## Course Requisites

### Required

Prerequisites

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?

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 | choose appropriate fabrics, colors, and styles; ~~develop a character's wardrobe, based on script analysis;~~ |
| 2 | learn basic hand and machine sewing techniques; ~~research period appropriate fashion;~~ |
| 3 | understand patterns, measurements, and fitting; ~~develop and use standard costume charts, based on script analysis;~~ |
| 4 | understand the costume design and construction process for stage; ~~choose appropriate fabrics, colors, and period styles to develop a character's look;~~ |
| 5 | construct garments using both hand and machine sewing. ~~sewing techniques.~~ |

Major Topic Outline

Basic hand and machine sewing techniques - theatre costuming process from design to stage - fabric identification - patterning and fitting basics - maintaining costumes - developing characters with wardrobe looks - group and independent projects ~~• Script analysis • Charting costume pieces from script • Developing characters with wardrobe looks • Researching historical backgrounds and period • Choosing color palettes and fabrics • Developing consistency and harmony among character wardrobes • Basic hand and machine sewing techniques • Maintaining and repairing fabrics and costume pieces • Basic theatrical make-up • Mask making when needed • Independent final projects~~

## Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

## Course Transferability

OUS school to which the course will transfer

OSU - Oregon State University

Comparable course(s)

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

How does it transfer?

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

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Individual university transfer guides

---

OUS school to which the course will transfer

~~PSU - Portland State University~~

Comparable course(s)

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

How does it transfer?

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

Evidence of transferability

---

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable course(s)

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

How does it transfer?

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

Evidence of transferability

- Other. Please explain.

Explanation of other evidence of transferability

Individual university transfer guides

---

OUS school to which the course will transfer

UO - University of Oregon

Comparable course(s)

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

How does it transfer?

- general education or distribution requirement
- general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Individual university transfer guides

---

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable
course(s)

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

How does it transfer?

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

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Individual university transfer guides

---

Please attach documentation

Reviewer Comments

**Debra Carino (dcarino) (04/02/26 1:32 pm):** Rollback: Hi Melissa- Loved the update to the SLOs for TA 121 and 122 to help distinguish them. I've moved TA 122 along in the process. Would you mind filling in the evidence of transferability for TA 121 similar to how you have for TA 122? (Just a quick statement about individual college transfer guides would be great). Thanks!

Key: 1490

Preview Bridge

# Course Change Request

Date Submitted: 05/26/26 3:30 pm

## Viewing: TA-142 : Acting II

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

Last edit: 05/27/26 6:42 am

Changes proposed by: Allison Moon (allison.moon)

Related GenEd:

TA-142: Acting II

Catalog Pages referencing this course

Associate of Arts Oregon Transfer (AAOT)
Associate of General Studies (AGS)
Biology (AST)
Business (AST)
Computer Science (AST)
Core Transfer Map (CTM)
Elementary Education (AAOT)
Music Emphasis, AS - with Portland State University
Oregon Transfer Module (OTM)
Theatre Arts (TA)

Programs referencing this course

AS.PSUMUSIC: AS, Music, PSU
AS.TBIOLOGY: Biology (AST)
NA.OTM: Oregon Transfer Module
AS.TCOMPSCIESWO, AS.TCOMPSCIOSPSUO: Computer Science (AST)
AS.TBUSINESS: Business (AST)
NA.CTM: Core Transfer Map
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. **DASC Curriculum Committee Outline Review Team**
3. **Curriculum Office**
4. Curriculum Committee Approval
5. Colleague

### Approval Path

1. 05/27/26 6:42 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 05/27/26 5:07 pm Ephanie Debey (ephanie.debey): Approved for DASC Curriculum Committee Outline Review Team

### History

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

AA.OREGONTRANSFER: Associate of Arts Oregon Transfer (AAOT)
AA.OTELEMED: Elementary Education (AAOT)
AGS.GENERAL: Associate of General Studies

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

| | |
|---|---|
| Course Prefix | TA - Theatre Arts |
| Course Number | 142 |
| Department | Communications and Theatre Arts |
| Division | Arts and Sciences |
| Course Title | Acting 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 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

Further studies the methods, techniques, and theories of acting as an art form. Workshop, discussion, and performance of exercises and monologues/scenes from dramatic literature with written assignments to include response and analysis papers. Intermediate work on vocal, physical, and script analysis skills with special focus on language. Second in a series.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Discipline Studies

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

## Course Requisites

### Required

Prerequisites

Corequisites

Prerequisites or Corequisites

### Recommended

Prerequisites

TA-141 and 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?

No

## Course Certifications

Is this a Related Instruction course?

No

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

Yes

General Education Outcome(s)

Arts & Letters

## Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

Student Learning Outcomes

| | Upon successful completion of this course, students should be able to: |
|---|---|
| 1 | develop a character for performance through script analysis and practice of line actions, theatrical beats, and physical and vocal acting techniques; (AL1)(AL2) |

| | Upon successful completion of this course, students should be able to: |
|---|---|
| 2 | identify and communicate these principles effectively as they observe and work with other students in the class; (AL1)(AL2) |
| 3 | write a response paper about selected coursework which demonstrates critical thinking through analysis of dramatic conflict and resolution, given circumstances, historical and/or cultural context, thematic content, and genre or style; (AL1)(AL2) |
| 4 | utilize technology in research and/or performance of selected projects; (AL2) ~~projects. (AL2)~~ |
| 5 | rehearse and perform a fully-memorized scene/monologue from an assigned play. (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.

P

### SP: Speech/Oral Communication Outcomes

Engage in ethical communication processes that accomplish goals.

S ~~P~~

Respond to the needs of diverse audiences and contexts.

S ~~P~~

Build and manage relationships.

P

### AL: Arts and Letters Outcomes

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

S

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

S

## Outcome Assessment Strategies

Outcomes Assessment Strategies

Performances/Simulation
Rubrics
Writing Assignments

Major Topic Outline

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

## Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

## Course Transferability

OUS school to which the course will transfer

EOU - Eastern Oregon University

Comparable course(s)

How does it transfer?

general education or distribution requirement
general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Transfers as AAOT Arts and Letters requirement

---

OUS school to which the course will transfer

OSU - Oregon State University

Comparable course(s)

How does it transfer?

general education or distribution requirement
general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Transfers as AAOT Arts and Letters requirement

---

OUS school to which the course will transfer

PSU - Portland State University

Comparable course(s)

How does it transfer?

general education or distribution requirement
general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Transfers as AAOT Arts and Letters requirement

---

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable course(s)

How does it transfer?

general education or distribution requirement
general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Transfers as AAOT Arts and Letters requirement

---

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

Other. Please explain.

Explanation of other evidence of transferability

Transfers as AAOT Arts and Letters requirement

---

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable course(s)

How does it transfer?

general education or distribution requirement
general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Transfers as AAOT Arts and Letters requirement

---

Please attach documentation

Reviewer Comments

Key: 1494

Preview Bridge

# Course Change Request

Date Submitted: 05/13/26 12:53 pm

## Viewing: TA-143 : Acting III

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

Last edit: 05/13/26 1:49 pm

Changes proposed by: Allison Moon (allison.moon)

Catalog Pages referencing this course

- Architectural Engineering Emphasis, AS - with Oregon State University
- Associate of Arts Oregon Transfer (AAOT)
- Associate of General Studies (AGS)
- Biological Engineering Emphasis, AS - with Oregon State University
- Biology (AST)
- Business (AST)
- Chemical Engineering Emphasis, AS - with Oregon State University
- Civil Engineering Emphasis, AS - with Oregon State University
- Computer Science (AST)
- Construction Engineering Management Emphasis, AS - with Oregon State University
- Core Transfer Map (CTM)
- Ecological Engineering Emphasis, AS - with Oregon State University
- Electrical Engineering Emphasis, AS - with Oregon State University
- Elementary Education (AAOT)
- Environmental Engineering Emphasis, AS - with Oregon State University
- Industrial Engineering Emphasis, AS - with Oregon State University
- Mechanical Engineering Emphasis, AS - with Oregon State University
- Music Emphasis, AS - with Portland State University
- Oregon Transfer Module (OTM)
- Theatre Arts (TA)

Programs referencing this course

- AS.OSUINDENG: AS, Industrial Engineering, OSU
- AS.OSUBIOLENGR: AS, Biological Engineering, OSU

### In Workflow

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

### Approval Path

1. 03/23/26 6:46 am Megan Feagles (megan.feagles): Rollback to Initiator
2. 05/13/26 1:50 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
3. 05/18/26 9:37 am Kerrie Hughes (kerrieh): Approved for DASC Curriculum Committee Outline Review Team

### History

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

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
AS.OSUENVIRENGR: AS, Environmental Engineering, OSU

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

| | |
|---|---|
| Course Prefix | TA - Theatre Arts |
| Course Number | 143 |
| Department | Communications and Theatre Arts |
| Division | Arts and Sciences |
| Course Title | Acting III |

## Grading

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

## Contact hours

| | |
|---|---|
| Lecture | 44.00 |
| Lec/Lab | |
| Lab | |
| Activity | |
| Clinical | |
| Field | |
| CWE Seminar | |
| CPR | |
| Seminar | |
| Community Education/Drivers Ed | |
| Community Education/Adult | |
| Total | 44 |
| Proposed Effective Term | Summer 2026 |

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

Yes

Course Description

Explores advanced ~~Further studies the~~ methods, techniques, and theories of acting as an art form. Workshop, discussion, and performance of exercises and monologues/scenes from dramatic literature with written assignments to include response and analysis papers. Advanced work on vocal and physical skills with special focus on character and creation of material. Third in a series.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Discipline Studies

Is this class challengeable?

Yes ~~No~~

Can this course be repeated for credit in a degree?

No

## Course Requisites

### Required

Prerequisites

Corequisites

Prerequisites or Corequisites

### Recommended

Prerequisites

WRD-098, and TA-141 or TA-142

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 ~~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 | develop a character for performance through script analysis and practice of line actions, actor beats, and physical and vocal acting technique; (AL1)(AL2) |
| 2 | identify and communicate these principles effectively as they observe and work with other students in the class; (AL1)(AL2) |
| 3 | write a response paper about selected coursework which demonstrates critical thinking through analysis of dramatic conflict and resolution, given circumstances, historical and/or cultural context, thematic content, and genre or style; (AL1)(AL2) |
| 4 | utilize technology in research and/or performance of selected projects; (AL2) ~~projects. (AL2)~~ |
| 5 | devise and perform a fully-memorized ensemble performance integrating acting techniques presented in class. (AL1) |

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

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

### WR: Writing Outcomes

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

P

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

P

Demonstrate appropriate reasoning in response to complex issues.

P

### SP: Speech/Oral Communication Outcomes

Engage in ethical communication processes that accomplish goals.

P

Respond to the needs of diverse audiences and contexts.

P

Build and manage relationships.

P

### AL: Arts and Letters Outcomes

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

S

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

S

## Outcome Assessment Strategies

Outcomes Assessment Strategies

Performances/Simulation
Projects
Rubrics
Writing Assignments

Major Topic Outline

1. Memorization of two monologues and/or entire scene 2. Off-book performance of monologues and/or scenes in class 3. ~~Performance of monologues and/or scenes in class and/or on self-tapes (self-tapes are industry standard for submitting auditions for theater, film, and audio production) 3.~~ Character development and exploration to include the articulation and use of line actions and actor beats (line actions and actor beats identify the actor's motivation, objective, and intention in performance) 4. Improvisation techniques and exercises

to develop physical and vocal awareness and collaborative acting skills 5. Play reading techniques: given circumstances, dialogue, dramatic action, character, themes, tone, and genre 6. Writing topics: line actions, actor beats, response papers on the study plays 7. Performance techniques: movement, voice, diction, memorization, creation of original work

## Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

## Course Transferability

OUS school to which the course will transfer

~~EOU - Eastern Oregon University~~

Comparable course(s)

How does it transfer?

~~general education or distribution requirement~~
~~general elective~~

Evidence of transferability

~~Other. Please explain.~~

Explanation of other evidence of transferability

~~Transfer credit for AAOT requirement~~

---

OUS school to which the course will transfer

OSU - Oregon State University

Comparable
course(s)

TA 249

How does it transfer?

general education or distribution requirement
general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Transfer credit for AAOT requirement. ~~requirement~~ Individual university transfer guides

---

OUS school to which the course will transfer

~~PSU - Portland State University~~

Comparable
course(s)

How does it transfer?

~~general education or distribution requirement~~
~~general elective~~

Evidence of transferability

~~Other. Please explain.~~

Explanation of other evidence of transferability

~~Transfer credit for AAOT requirement~~

---

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable course(s)

TA 313

How does it transfer?

general education or distribution requirement
general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Transfer credit for AAOT requirement. ~~requirement~~ Individual university transfer guides

---

OUS school to which the course will transfer

UO - University of Oregon

Comparable course(s)

TA 252

How does it transfer?

general education or distribution requirement
general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Transfer credit for AAOT requirement. ~~requirement~~ Individual university transfer guides

---

OUS school to which the course will transfer

~~WOU - Western Oregon University~~

Comparable
course(s)

How does it transfer?

~~general education or distribution requirement~~
~~general elective~~

Evidence of transferability

~~Other. Please explain.~~

Explanation of other evidence of transferability

~~Transfer credit for AAOT requirement~~

---

Please attach documentation

Reviewer Comments

**Megan Feagles (megan.feagles) (03/23/26 6:46 am):** Rollback: please fill out how many credits this can be repeated for in a degree

# Course Change Request

Date Submitted: 05/26/26 3:32 pm

## Viewing: TA-253 : Theatre Rehearsal & Performance

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

Last edit: 05/26/26 3:32 pm

Changes proposed by: Allison Moon (allison.moon)

Catalog Pages referencing this course

Theatre Arts (TA)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

### In Workflow

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

### Approval Path

1. 05/27/26 6:44 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 05/27/26 2:26 pm Nora Brodnicki (norab): Approved for DASC Curriculum Committee Outline Review Team

### History

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

| | |
|---|---|
| Are you the Faculty Contact Person? | Yes |
| Course Prefix | TA - Theatre Arts |
| Course Number | 253 |
| Department | Communications and Theatre Arts |
| Division | Arts and Sciences |
| Course Title | Theatre Rehearsal & Performance |

## Grading

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

## Contact hours

| | |
|---|---|
| Lecture | |
| Lec/Lab | |
| Lab | 99.00 |
| Activity | |
| Clinical | |
| Field | |
| CWE Seminar | |

| | |
|---|---|
| CPR | |
| Seminar | |
| Community Education/Drivers Ed | |
| Community Education/Adult | |
| Total | 99 |
| Proposed Effective Term | 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

Intermediate training in theatre production through intensive study and rehearsal of scenes and plays for public performance. 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:

Discipline Studies
Elective Only
Foundational Requirement

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

Yes

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

## Course Requisites

### Required

Prerequisites

Corequisites

Prerequisites or Corequisites

### Recommended

Prerequisites

~~TA-153~~

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

Required

Successful audition/interview

Recommended

Is Student Petition required?

Yes

Show course in Schedule: Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall/Winter/Spring

Will this class use library resources?

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)

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 | demonstrate the ability to perform a role in the cast or crew to produce the quarterly CCC mainstage theatre production; |
| 2 | demonstrate teamwork, group problem solving, and the ability to take direction, to listen and to observe; |
| 3 | demonstrate proficiency in assigned technical roles to include lighting and sound engineering, stage management, or running crew; |
| 4 | interpret and convey the playwright's ideas and meanings through the live presentation of dramatic literature in performance and technical duties. |

# AAOT/ASOT General Education Outcomes Course Outline Mapping Chart

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

### WR: Writing Outcomes

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

P

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

P

Demonstrate appropriate reasoning in response to complex issues.

P

### SP: Speech/Oral Communication Outcomes

Engage in ethical communication processes that accomplish goals.

P

Respond to the needs of diverse audiences and contexts.

S ~~P~~

Build and manage relationships.

S ~~P~~

### AL: Arts and Letters Outcomes

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

S

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

S

# Outcome Assessment Strategies

Outcomes Assessment Strategies

Criteria
Industry Standards
Performances/Simulation

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

## Green Course Management

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

Increased Energy Efficiency
No

Produce Renewable Energy
No

Prevent Environmental Degradation
No

Clean up Natural Environment
No

Supports Green Services
No

Percent of Course 0

## Course Transferability

OUS school to which the course will transfer
PSU - Portland State University

Comparable course(s)
PSU counts as TA-253 WOU counts as TA-253 Production Workshop and counts as performance credits in the Liberal Arts Core Curriculum

How does it transfer?

general education or distribution requirement
general elective

required or support for major

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Individual transfer guides.

---

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable
course(s)

PSU counts as TA-253 WOU counts as TA-253 Production Workshop and counts as performance credits in the Liberal Arts Core Curriculum

How does it transfer?

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

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Individual transfer guides.

---

Please attach documentation

Reviewer Comments

Clackamas Community College

# New Courses

| Course Number | Title | Implementation |
|---|---|---|
| CH-125 | Introduction to Chemistry II Lab | 2026/SU |
| CH-126 | Introduction to Chemistry III Lab | 2026/SU |

# Course Change Request

## New Course Proposal

Date Submitted: 03/31/26 9:40 am

## Viewing: CH-125 : Introduction to Chemistry II Lab

### Last edit: 04/08/26 12:54 pm

Changes proposed by: George Burgess (george.burgess)

Programs referencing this course

- AS.PSUMUSIC: AS, Music, PSU
- 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
- AA.OREGONTRANSFER: Associate of Arts Oregon Transfer (AAOT)
- AA.OTELEMED: Elementary Education (AAOT)
- AGS.GENERAL: Associate of General Studies
- AA.TENGLISH: English (AAT)

Is Topic Shell Course?

Are you the Faculty Contact Person? Yes

| | |
|---|---|
| Course Prefix | CH - Chemistry |
| Course Number | 125 |
| Department | Science |
| Division | Arts and Sciences |

Course Title

Introduction to Chemistry II Lab

**Grading**

### In Workflow

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

### Approval Path

1. 03/31/26 9:39 am Dru Urbassik (dru.urbassik): Rollback to Initiator
2. 03/31/26 10:29 am Megan Feagles (megan.feagles): Approved for Curriculum Office
3. 03/31/26 12:16 pm Anne-Mary Nash-Haruna (annemary.nashharu Approved for DASC Dean
4. 04/07/26 3:25 pm Debra Carino (dcarino): Approved for DASC Curriculum Committee Outline Review Team

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

**Contact hours**

| | |
|---|---|
| Lecture | |
| Lec/Lab | |
| Lab | 33.00 |
| Activity | |
| Clinical | |
| Field | |
| CWE Seminar | |
| CPR | |
| Seminar | |
| Community Education/Drivers Ed | |
| Community Education/Adult | |
| Total | 33 |
| Proposed Effective Term | Summer 2026 |

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

Yes

Course Description

Experiments corresponding to the topics covered in CH-105. CH-125 is the laboratory component; CH-105 is the lecture course.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Discipline Studies

Reason for the Proposal

Replacing CH-105L to maintain numbering sequence; CH-104L is becoming CH-124Z due to CCN.

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

## Course Requisites

### Required

Prerequisites

CH-104Z and CH-124Z

Corequisites

CH-105 and CH-105S

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/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 | investigate chemical concepts in CH-105; |
| 2 | follow standard safety procedures while working with chemicals and equipment in a laboratory setting; |
| 3 | demonstrate systematic problem-solving including physical measurements and unit conversions using SI and derived units; |
| 4 | analyze experimental data and results qualitatively and quantitatively using SI and derived units; |
| 5 | interpret and communicate in a clear and concise manner the results of experiments by applying chemical concepts. |

Major Topic Outline

Laboratory techniques and skills related to: 1. Gases, 2. Heat, 3. Bonding and phases, 4. Solutions, precipitation, and other aqueous reactions, 5. Acids and Bases, 6. Reaction Rates and Equilibrium, 7. Oxidation-Reduction reactions

## 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)

CH-108

How does it transfer?

general education or distribution requirement
general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

CH-108 is PSU's lab for CH-105, just as this is our lab for CH-105

---

OUS school to which the course will transfer

EOU - Eastern Oregon University

Comparable course(s)

CHEM 102L

How does it transfer?

general education or distribution requirement
general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

CHEM 102L is the lab for CHEM 102, EOU's analog of CH-105

---

Please attach documentation

Reviewer Comments

**Dru Urbassik (dru.urbassik) (03/31/26 9:39 am):** Rollback: Rolling back for updates to course requisites.

Key: 4610

Preview Bridge

# Course Change Request

## New Course Proposal

Date Submitted: 03/31/26 9:46 am

## Viewing: CH-126 : Introduction to Chemistry III Lab

### Last edit: 04/08/26 12:54 pm

Changes proposed by: George Burgess (george.burgess)

Programs referencing this course

- AS.PSUMUSIC: AS, Music, PSU
- NA.OTM: Oregon Transfer Module
- AS.TCOMPSCIESWO, AS.TCOMPSCIOSPSUO: Computer Science (AST)
- AS.TBUSINESS: Business (AST)
- NA.CTM: Core Transfer Map
- AA.OREGONTRANSFER: Associate of Arts Oregon Transfer (AAOT)
- AA.OTELEMED: Elementary Education (AAOT)
- AGS.GENERAL: Associate of General Studies
- AA.TENGLISH: English (AAT)

Is Topic Shell Course?

Are you the Faculty Contact Person? Yes

| | |
|---|---|
| Course Prefix | CH - Chemistry |
| Course Number | 126 |
| Department | Science |
| Division | Arts and Sciences |

Course Title

Introduction to Chemistry III Lab

**Grading**

### In Workflow

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

### Approval Path

1. 03/31/26 9:42 am Dru Urbassik (dru.urbassik): Rollback to Initiator
2. 03/31/26 10:29 am Megan Feagles (megan.feagles): Approved for Curriculum Office
3. 03/31/26 12:16 pm Anne-Mary Nash-Haruna (annemary.nashharu Approved for DASC Dean
4. 04/07/26 11:40 pm Keely Baca (keely.baca): Approved for DASC Curriculum Committee Outline Review Team

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

**Contact hours**

| | |
|---|---|
| Lecture | |
| Lec/Lab | |
| Lab | 33.00 |
| Activity | |
| Clinical | |
| Field | |
| CWE Seminar | |
| CPR | |
| Seminar | |
| Community Education/Drivers Ed | |
| Community Education/Adult | |
| Total | 33 |
| Proposed Effective Term | Summer 2026 |

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

Yes

Course Description

Experiments corresponding to the topics covered in CH-106. CH-126 is the laboratory component; CH-106 is the lecture course.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Discipline Studies

Reason for the Proposal

Replacing CH-106L to maintain numbering sequence; CH-104L is becoming CH-124Z due to CCN, and CH-105L is becoming CH-125

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

## Course Requisites

### Required

Prerequisites

CH-104Z and CH-124Z

Corequisites

CH-106 and CH-106S

Prerequisites or Corequisites

### Recommended

Prerequisites

CH-105 and CH-125

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule: Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Spring/Summer

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

## Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

Student Learning Outcomes

| | Upon successful completion of this course, students should be able to: |
|---|---|
| 1 | investigate chemical concepts in CH-106; |
| 2 | follow standard safety procedures while working with chemicals and equipment in a laboratory setting; |
| 3 | demonstrate systematic problem-solving including physical measurements and unit conversions using SI and derived units; |
| 4 | analyze experimental data and results qualitatively and quantitatively using SI and derived units; |
| 5 | interpret and communicate in a clear and concise manner the results of experiments by applying chemical concepts. |

Major Topic Outline

Laboratory techniques and skills related to organic chemistry and biochemistry, including lab tests for functional groups, selected organic reactivity, infrared spectrum analysis, saponification, lab tests for biomolecules, and nucleic acid extraction

## 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)

CH-109

How does it transfer?

general education or distribution requirement
general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

CH-109 is PSU's lab for CH-106, just as this is our lab for CH-106

---

OUS school to which the course will transfer

EOU - Eastern Oregon University

Comparable course(s)

CHEM 103L

How does it transfer?

general education or distribution requirement
general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

CHEM 103L is the lab for CHEM 103, EOU's analog of CH-106

---

Please attach documentation

Reviewer Comments

**Dru Urbassik (dru.urbassik) (03/31/26 9:42 am):** Rollback: Rolling back for updates to title and requisites.

Key: 4611

Preview Bridge

Clackamas Community College

## Hours, Instructional Method, Credits Change

| Course | Current Hours/Credits | Proposed Hours/Credits |
|---|---|---|
| CH-105 | 33 LECT/5 Credits | 33 LECT/4 Credits |
| CH-106 | 33 LECT/5 Credits | 33 LECT/4 Credits |

# Course Change Request

Date Submitted: 04/14/26 2:38 pm

## Viewing: CH-105 : Introduction to Chemistry II

## ~~Introductory Chemistry~~

Last approved: 04/14/26 4:59 am

Last edit: 04/14/26 3:05 pm

Changes proposed by: George Burgess (george.burgess)

Catalog Pages referencing this course

- Associate of Arts Oregon Transfer (AAOT)
- Associate of General Studies (AGS)
- Biology (BI)
- Biology Emphasis, AS - with Oregon State University
- Business (AST)
- Chemistry (CH)
- Computer Science (AST)
- Core Transfer Map (CTM)
- Elementary Education (AAOT)
- English AAT
- Music Emphasis, AS - with Portland State University
- Oregon Transfer Module (OTM)

Programs referencing this course

- AS.PSUMUSIC: AS, Music, PSU
- 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.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. **DASC Curriculum Committee Outline Review Team**
3. **Curriculum Office**
4. Curriculum Committee Approval
5. Colleague

### Approval Path

1. 04/14/26 3:06 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 04/27/26 4:33 pm Charles Siegfried (csiegfried): Approved for DASC Curriculum Committee Outline Review Team

### History

1. Nov 7, 2023 by Megan Feagles (megan.feagles)
2. Apr 14, 2026 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

Yes

Reason for proposal

Consistency with CH-104Z

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

| | |
|---|---|
| Course Prefix | CH - Chemistry |
| Course Number | 105 |
| Department | Science |
| Division | Arts and Sciences |
| Course Title | Introduction to Chemistry II ~~Introductory Chemistry~~ |

## 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<br>~~5.00~~ |
| Variable Credit | No |

**Contact hours**

| | |
|---|---|
| Lecture | 33.00 |
| Lec/Lab | |
| Lab | |
| Activity | |
| Clinical | |
| Field | |
| CWE Seminar | |
| CPR | |
| Seminar | |
| Community Education/Drivers Ed | |
| Community Education/Adult | |
| Total | 33 |
| Proposed Effective Term | Summer 2026 |

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

Yes

Course Description

A lab course discussing heat; molecular and ionic interactions in solids, liquids, gases, and solutions; chemical reactions including acid-base, electron transfer, and equilibrium. CH-105 is the lecture component; CH-125 is the laboratory component.

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

CH-104Z and CH-124Z

Corequisites

CH-125 ~~CH-105L~~ and CH-105S

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/Spring

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

## Course Certifications

Is this a Related Instruction course?

No

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

Yes

General Education Outcome(s)

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 | apply scientific and technical inquiry, individually and collaboratively, to critically evaluate existing or create alternative explanations and solve problems; (SC2) |
| 2 | use electronic resources and common laboratory equipment in the pursuit of scientific inquiry; (SC1)(SC2) |
| 3 | describe the scientific method and the procedures used in generating hypotheses and solving scientific questions in the context of chemistry; (SC1)(SC2)(SC3) |
| 4 | analyze problems and apply appropriate problem-solving methods, including the correct use of experimental data, units and significant figures; (SC1)(SC2) |
| 5 | describe ad explain basic scientific principles and concepts important to an understanding of major topics in introductory chemistry; (SC1) |
| 6 | define, explain and apply fundamental concepts of chemistry in examinations and laboratory exercises; (SC1)(SC2) |
| 7 | critically examine the fundamentals of chemistry as applied to human society and the environment. (SC3) |

## 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.

### MA: Mathematics Outcomes

Use appropriate mathematics to solve problems.

P

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

P

### SC: Science or Computer Science Outcomes

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

S

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

S

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

S

## Outcome Assessment Strategies

Outcomes Assessment Strategies

General Examination
Writing Assignments

Major Topic Outline

1. Gases. a. Kinetic molecular theory. b. Avogadro's Law, Boyle's Law, and Charles' Law. c. Ideal gas law. d. Dalton's Law of Partial Pressures. e. Given experimental data, perform calculations using the ideal gas law, the combined gas law, and Dalton’s Law, as appropriate. 2. Heat (chemical and physical changes). a. Bonding and molecular motion in the solid, liquid, and gas phases. b. Relationships between energy, heat, and temperature. c. Describe the relationship

between heat and temperature. 3. Bonding and phases. a. Energy changes involved in making and breaking chemical bonds. b. Heat capacity (or specific heat). c. For a material changing temperature, do calculations relating the heat lost or gained, change in temperature, mass of the material, and heat capacity (or specific heat) of the material. d. Heat of fusion, heat of vaporization, heat of condensation, and heat of crystallization. 4. Solutions, precipitation and other aqueous reactions. a. Solutions (unsaturated, saturated, and supersaturated), pure liquids, colloidal dispersions and suspensions. b. Solubility. c. Electrolytes. d. Solvation reactions and precipitation reactions. e. Heat of solution. f. Colligative properties of solutions. g. Osmosis. h. Concentrations of solutions in weight percent, volume percent, weight/volume percent, and molarity. i. Colorimetry and Beer's Law. j. Solubility product expressions (Ksp). 5. Acids and bases. a. Properties of acids and bases. b. Arrhenius, Brønsted-Lowry, and Lewis concepts. c. Conjugate pair relationships. d. PH, Kw. e. Equivalents and normality. f. Titrations. g. Acid-base neutralization reactions. h. Acid strength and base strength in terms of reversible reactions and equilibrium. i. Ka and Kb. j. Hydrolysis. 8. Reaction rates and equilibrium. a. Le Chatelier's Principle. b. Buffers. c. Collision theory. d. Bonding and energy changes that take place during chemical reactions. e. Reaction diagrams. f. Heats of reaction (?H). g. Reaction rates. h. Equilibrium constant expressions for a variety of chemical reactions. 9. Oxidation-reduction reactions. a. Electrolysis. b. Electrolytic cells. c. Voltaic cells. d. Important biological processes that consist of oxidation-reduction reactions.

## 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)

CH LDT Introductory Chemistry ~~CH LDT Introductory Chemistry (OSU) CH 105, CH 108 (PSU) CH 120T (UO)~~

How does it transfer?

general education or distribution requirement
general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

OSU Course Equivalencies List (online)

---

OUS school to which the course will transfer

PSU - Portland State University

Comparable
course(s)

CH 105, CH 108 ~~CH LDT Introductory Chemistry (OSU) CH 105, CH 108 (PSU) CH 120T (UO)~~

How does it transfer?

general education or distribution requirement
general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

OSU Course Equivalencies List (online)

---

OUS school to which the course will transfer

UO - University of Oregon

Comparable
course(s)

CH 120T ~~CH LDT Introductory Chemistry (OSU) CH 105, CH 108 (PSU) CH 120T (UO)~~

How does it transfer?

general education or distribution requirement
general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

OSU Course Equivalencies List (online)

---

Please attach documentation

Reviewer Comments

Key: 382

Preview Bridge

# Course Change Request

Date Submitted: 03/31/26 9:56 am

## Viewing: CH-106 : Introduction to Chemistry III

## ~~Introductory Chemistry~~

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

Last edit: 04/08/26 12:54 pm

Changes proposed by: George Burgess (george.burgess)

Catalog Pages referencing this course

- Associate of Arts Oregon Transfer (AAOT)
- Associate of General Studies (AGS)
- Business (AST)
- Chemistry (CH)
- Computer Science (AST)
- Core Transfer Map (CTM)
- Elementary Education (AAOT)
- English AAT
- 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.TCOMPSCIESWO, AS.TCOMPSCIOSPSUO: Computer Science (AST)
- AS.TBUSINESS: Business (AST)
- NA.CTM: Core Transfer Map
- AS.TSOCIOLOGY: Sociology (AST)
- AA.TSOCIOLOGY: Sociology (AAT)
- AS.THUMDEVFAM: Human Development and Family Services (AST)
- AA.THUMDEVFAM: Human Development and Family Services (AAT)
- AA.OREGONTRANSFER: Associate of Arts Oregon Transfer (AAOT)
- AA.OTELEMED: Elementary Education (AAOT)

### In Workflow

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

### Approval Path

1. 02/24/26 2:31 pm Megan Feagles (megan.feagles): Rollback to Initiator
2. 02/24/26 2:36 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
3. 03/02/26 4:43 pm Nora Brodnicki (norab): Approved for DASC Curriculum Committee Outline Review Team
4. 03/03/26 6:46 am Megan Feagles (megan.feagles): Rollback to Initiator
5. 03/31/26 9:41 am Dru Urbassik (dru.urbassik): Rollback to Initiator

AGS.GENERAL: Associate of General Studies
AA.TENGLISH: English (AAT)

Credits/Hours/Instructional Method Change

Yes

Reason for proposal

Align with CH-104Z

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

| | |
|---|---|
| Course Prefix | CH - Chemistry |
| Course Number | 106 |
| Department | Science |
| Division | Arts and Sciences |

6. 03/31/26 9:54 am Dru Urbassik (dru.urbassik): Rollback to Initiator
7. 03/31/26 10:30 am Megan Feagles (megan.feagles): Approved for Curriculum Office
8. 04/18/26 4:10 pm Nora Brodnicki (norab): Approved for DASC Curriculum Committee Outline Review Team

## History

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

| | |
|---|---|
| Course Title | Introduction to Chemistry III ~~Introductory Chemistry~~ |

## 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<br>~~5.00~~ |
| Variable Credit | No |

## Contact hours

| | |
|---|---|
| Lecture | 33.00 |
| Lec/Lab | |
| Lab | |
| Activity | |
| Clinical | |
| Field | |
| CWE Seminar | |
| CPR | |
| Seminar | |
| Community Education/Drivers Ed | |
| Community Education/Adult | |
| Total | 33 |
| Proposed Effective Term | Summer 2026 |

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

Yes

Course Description

A lab course discussing organic and biochemistry. CH-106 is the lecture component; CH-126 is the laboratory component.

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

CH-104Z and CH-124Z ~~CH-105~~

Corequisites

CH-126 ~~CH-106L~~ and CH-106S

Prerequisites or Corequisites

### Recommended

Prerequisites

CH-105 and CH-125

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Spring/Summer

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

## Course Certifications

Is this a Related Instruction course?

No

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

Yes

General Education Outcome(s)

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 | describe the scientific method and the procedures used in generating hypotheses and solving scientific questions in the context of chemistry; (SC1)(SC2)(SC3) |
| 2 | analyze problems and apply appropriate problem-solving methods, including the correct use of experimental data, units and significant figures; (SC1)(SC2) |
| 3 | describe the relationship between chemical structure at the atomic- and molecular-level and observable physical properties; (SC1)(SC2) |
| 4 | clearly communicate and comprehend basic scientific principles and concepts important to an understanding of major topics in introductory chemistry; (SC1) |
| 5 | demonstrate understanding of fundamental concepts of chemistry by definition, explanation, and use of these ideas in examinations and laboratory exercises; (SC1) (SC2) |
| 6 | critically examine the fundamentals of chemistry in their role as applied to human biology and medicine. (SC3) |

## 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.

## MA: Mathematics Outcomes

Use appropriate mathematics to solve problems.

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

## SC: Science or Computer Science Outcomes

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

~~S~~

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

~~S~~

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

~~S~~

## Outcome Assessment Strategies

Outcomes Assessment Strategies

~~General Examination~~
~~Multiple Choice Test~~
~~Other Assessment Tools~~

Major Topic Outline

1. Saturated hydrocarbons and alkyl halides 2. Unsaturated hydrocarbons and polymers 3. Alcohols, aldehydes and ketones 4. Carboxylic acids, esters and ethers 5. Amines, amides and amino acids 6. Lipids 7. Carbohydrates 8. Proteins 9. Metabolism 10. Nucleic acids

## 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)

CH 130 ~~CH 130 (OSU) CH 106, CH 109 (PSU) CH 120T (UO)~~

How does it transfer?

general education or distribution requirement
general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

OSU Course Equivalencies List online

---

OUS school to which the course will transfer

PSU - Portland State University

Comparable
course(s)

CH 109 ~~CH 130 (OSU) CH 106, CH 109 (PSU) CH 120T (UO)~~

How does it transfer?

general education or distribution requirement
general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

~~OSU Course Equivalencies List online~~

---

OUS school to which the course will transfer

UO - University of Oregon

Comparable
course(s)

CH 120T ~~CH 130 (OSU) CH 106, CH 109 (PSU) CH 120T (UO)~~

How does it transfer?

general education or distribution requirement
general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

~~OSU Course Equivalencies List online~~

---

Please attach documentation

Reviewer Comments

**Megan Feagles (megan.feagles) (02/24/26 2:31 pm):** Rollback: CH-104 can either be required or recommended, not both.
**Megan Feagles (megan.feagles) (03/03/26 6:46 am):** Rollback: by request
**Dru Urbassik (dru.urbassik) (03/31/26 9:41 am):** Rollback: Rolling back for updates to title, reasoning, and requisites.
**Dru Urbassik (dru.urbassik) (03/31/26 9:54 am):** Rollback: Rolling back for updates to course requisites.

# Course Inactivations

| Course Number | Title | Implementation |
|---|---|---|
| CH-105L | Introductory Chemistry Lab | 2026/SU |
| CH-106L | Introductory Chemistry Lab | 2026/SU |

# Course Change Request

A deleted record cannot be edited

## Course Inactivation Proposal

Date Submitted: 03/18/26 3:57 pm

## Viewing: CH-105L : Introductory Chemistry Lab

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

### Last edit: 03/18/26 3:57 pm

Changes proposed by: George Burgess (george.burgess)

### In Workflow

1. **Curriculum Office**
2. Curriculum Committee Approval
3. Colleague

### History

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

Catalog Pages referencing this course

Chemistry (CH)

Justification for this inactivation request

Replacing with CH-125 to align with CCN renumbering of CH-104L to CH-124Z

Is Topic Shell Course?

Are you the Faculty Contact Person?

| | |
|---|---|
| Course Prefix | CH - Chemistry |
| Course Number | 105L |
| Department | Science |
| Division | Arts and Sciences |
| Course Title | Introductory Chemistry Lab |

**Grading**

| | |
|---|---|
| Grade Scheme | Non-Graded (Null) |
| Credit Type | Non-Transcripted Course |

| | |
|---|---|
| Allow Pass/No Pass | No |
| Audit | No |
| Min Credit | 0.00 |
| Variable Credit | No |

## Contact hours

| | |
|---|---|
| Lecture | |
| Lec/Lab | |
| Lab | 33.00 |
| Activity | |
| Clinical | |
| Field | |
| CWE Seminar | |
| CPR | |
| Seminar | |
| Community Education/Drivers Ed | |
| Community Education/Adult | |
| Total | 33 |
| Proposed Effective Term | Summer 2026 |

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

Course Description

Lab course for CH-105

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Can this course be repeated for credit in a degree?

No

## Course Requisites

### Required

Prerequisites

Corequisites

CH-105 and CH-105S

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: Yes

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

Major Topic Outline

## Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

## Course Transferability

Please attach documentation

Reviewer Comments

Key: 383

Preview Bridge

# Course Change Request

A deleted record cannot be edited

## Course Inactivation Proposal

Date Submitted: 03/18/26 3:57 pm

## Viewing: CH-106L : Introductory Chemistry Lab

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

### Last edit: 03/18/26 3:57 pm

Changes proposed by: George Burgess (george.burgess)

### In Workflow

1. **Curriculum Office**
2. Curriculum Committee Approval
3. Colleague

### History

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

Catalog Pages referencing this course

Chemistry (CH)

Justification for this inactivation request

Replacing with CH-126 to align with CCN renumbering of CH-104L to CH-124Z

Is Topic Shell Course?

Are you the Faculty Contact Person?

| | |
|---|---|
| Course Prefix | CH - Chemistry |
| Course Number | 106L |
| Department | Science |
| Division | Arts and Sciences |
| Course Title | Introductory Chemistry Lab |

**Grading**

| | |
|---|---|
| Grade Scheme | Non-Graded (Null) |
| Credit Type | Non-Transcripted Course |

| | |
|---|---|
| Allow Pass/No Pass | No |
| Audit | No |
| Min Credit | 0.00 |
| Variable Credit | No |

**Contact hours**

| | |
|---|---|
| Lecture | |
| Lec/Lab | |
| Lab | 33.00 |
| Activity | |
| Clinical | |
| Field | |
| CWE Seminar | |
| CPR | |
| Seminar | |
| Community Education/Drivers Ed | |
| Community Education/Adult | |
| Total | 33 |
| Proposed Effective Term | Summer 2026 |

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

Course Description

Lab course for CH-106

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Can this course be repeated for credit in a degree?

No

## Course Requisites

### Required

Prerequisites

Corequisites

CH-106 and CH-106S

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: Yes

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

Major Topic Outline

## Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

## Course Transferability

Please attach documentation

Reviewer Comments

Key: 386

Preview Bridge

Clackamas Community College

# Program Amendments

| Program | Implementation |
|---|---|
| AS, Biology, OSU | 2026/SU |
| AS, Music, PSU | 2026/SU |
| Associate of Arts Oregon Transfer (AAOT) | 2026/SU |
| Associate of General Studies | 2026/SU |
| Business (AST) | 2026/SU |
| Computer Science (AST) | 2026/SU |
| Core Transfer Map | 2026/SU |
| Elementary Education (AAOT) | 2026/SU |
| English (AAT) | 2026/SU |
| Oregon Transfer Module | 2026/SU |

# Program Change Request

Date Submitted: 04/09/26 10:19 am

## Viewing: AS.OSUBIOLOGY : AS, Biology, OSU

Last approved: 04/03/26 9:16 am

Last edit: 04/09/26 10:19 am

Changes proposed by: George Burgess (george.burgess)

Catalog Pages Using this Program

Biology Emphasis, AS - with Oregon State University

Change Type

## Program Contact Information

Are you the Faculty Contact Person?

No

### In Workflow

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

### Approval Path

1. 04/13/26 8:51 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 04/13/26 9:43 am George Burgess (george.burgess): Approved for SCNC Chair
3. 04/24/26 1:46 pm Aundrea Snitker (aundrea.snitker): Approved for DASC Dean

### History

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

4. Jun 5, 2023 by Megan Feagles (megan.feagles)
5. Mar 11, 2024 by Megan Feagles (megan.feagles)
6. Mar 15, 2024 by Megan Feagles (megan.feagles)
7. Apr 5, 2024 by Megan Feagles (megan.feagles)
8. Jun 5, 2024 by Megan Feagles (megan.feagles)
9. Nov 19, 2024 by Megan Feagles (megan.feagles)
10. Apr 4, 2025 by Megan Feagles (megan.feagles)
11. May 3, 2025 by Megan Feagles (megan.feagles)
12. Jun 6, 2025 by Megan Feagles (megan.feagles)
13. Apr 3, 2026 by Megan Feagles (megan.feagles)

Faculty Contact Email

toryb@clackamas.edu

## Program Overview

Name of Proposed Program

AS, Biology, OSU

Program Code AS.OSUBIOLOGY

Award (CCWD)
Associate of Science (90-108 credits) (AS)

| | |
|---|---|
| Type of Program (CCC) | Associate of Science (AS) |
| Educational Focus Area | Science, Technology, Engineering and Math (STEM) |
| Effective Catalog Edition | 2026-2027 |
| Career Area | Agriculture, Food & Natural Resources Systems |
| Department | Science |
| Division | Arts and Sciences |

Other locations (institutions) this Program will be offered

| | |
|---|---|
| CIP Code | 26.0101 - Biology/Biological Sciences, General. |

## Program Award Information

### Program Learning Outcomes (PLOs)

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

| | Outcome(s) |
|---|---|
| 1 | communicate complex ideas by demonstrating an ability to gather and analyze data, construct evidence-based arguments and critically evaluate information; |
| 2 | be able to apply critical thinking to address biological phenomena using scientific processes; |
| 3 | demonstrate an understanding of the complexity and diversity of life; |
| 4 | analyze and construct relationships between human activities and the environment; |
| 5 | recognize the contributions of scientific knowledge in contributing to technological advances and advancing the human condition. |

Proposed Curriculum

Plan of Study Grid

| | | |
|---|---|---|
| First Year | | |
| Fall Term | | Credits |
| BI-221Z | Principles of Biology: Cells | 5.00 |
| CH-221Z | General Chemistry I | 5.00 |
| & CH-227Z | and General Chemistry I Laboratory | |
| PE-185 | Physical Education | 1.00 |
| WR-121Z | Composition I | 4.00 |
| | Credits | 15 |
| Winter Term | | |
| BI-222Z | Principles of Biology: Organisms | 5.00 |
| CH-222Z | General Chemistry II | 5.00 |
| & CH-228Z | and General Chemistry II Laboratory | |
| MTH-251Z | Differential Calculus | 4.00 |
| | Credits | 14 |
| Spring Term | | |
| BI-223Z | Principles of Biology: Ecology and Evolution | 5.00 |
| Select one of the following: | | 4.00 |
| COMM-111Z | Public Speaking | |
| COMM-112 | Persuasive Speaking | |
| COMM-218Z | Interpersonal Communication | |
| CH-223Z | General Chemistry III | 5.00 |
| & CH-229Z | and General Chemistry III Laboratory | |
| | Credits | 14 |
| Second Year | | |
| Fall Term | | |
| CH-241 | Organic Chemistry I [1] | 5.00 |
| PH-201 | General Physics | 5.00 |
| or PH-211 | or General Physics With Calculus | |
| WR-122Z | Composition II | 4.00 |
| or WR-227Z | or Technical Writing | |
| Electives | | 3.00-5.00 |
| | Credits | 17-19 |
| Winter Term | | |
| CH-242 | Organic Chemistry II [1] | 5.00 |
| MTH-252Z | Integral Calculus | 4.00 |
| PH-202 | General Physics | 5.00 |
| or PH-212 | or General Physics With Calculus | |
| | Credits | 14 |
| Spring Term | | |

| | | |
|---|---|---|
| CH-243 | Organic Chemistry III [1] | 5.00 |
| HPE-295 | Health & Fitness for Life | 3.00 |
| PH-203 | General Physics | 5.00 |
| or PH-213 | or General Physics With Calculus | |
| Electives | | 3.00-5.00 |
| | Credits | 16-18 |
| | Total Credits | 90-94 |

[1] Organic Chemistry —satisfies degree requirement but does not transfer at 300 level credits unless student passes the American Chemical Society (ACS) organic exam. OSU highly recommends taking the ACS organic exam. Transfers as a combination of CH-331, CH-332, & CH-337

# Electives

| | | |
|---|---|---|
| ANT-101 | Biological Anthropology | 4.00 |
| ANT-102 | Archaeology & Prehistory | 4.00 |
| ANT-103 | Cultural Anthropology | 4.00 |
| ANT-232 | Native Americans of North America | 4.00 |
| ART-101 | Art Appreciation | 3.00 |
| ART-204 | History of Art/Ancient Through Medieval | 4.00 |
| ART-205 | History of Art/Romanesque Through Baroque | 4.00 |
| ART-206 | History of Art/Enlightenment Through Contemporary | 4.00 |
| ASC-175 | Integrated Science Inquiry | 4.00 |
| ASC-176 | Integrated Science Inquiry | 4.00 |
| ASC-177 | Integrated Science Inquiry | 4.00 |
| BI-101 | General Biology; Cellular Biology | 4.00 |
| BI-102 | General Biology; Animal Systems | 4.00 |
| BI-103 | General Biology; Plants & The Ecosystem | 4.00 |
| BI-175 | Integrated Science Inquiry | 4.00 |
| BI-176 | Integrated Science Inquiry | 4.00 |
| BI-177 | Integrated Science Inquiry | 4.00 |
| BI-204 | Elementary Microbiology | 4.00 |
| BI-215 | General Zoology | 4.00 |

| | | |
|---|---|---|
| BI-216 | General Zoology | 4.00 |
| BI-217 | General Zoology | 4.00 |
| BI-221Z | Principles of Biology: Cells | 5.00 |
| BI-222Z | Principles of Biology: Organisms | 5.00 |
| BI-223Z | Principles of Biology: Ecology and Evolution | 5.00 |
| BI-234 | Introductory Microbiology | 4.00 |
| CH-104Z<br>& CH-124Z | Introduction to Chemistry<br>and Introduction to Chemistry Lab | 5.00 |
| CH-105<br>& CH-125 | Introduction to Chemistry II<br>and Course CH-125 Not Found | 5.00 |
| CH-114 | Chemistry in Art | 4.00 |
| CH-221Z<br>& CH-227Z | General Chemistry I<br>and General Chemistry I Laboratory | 5.00 |
| CH-222Z<br>& CH-228Z | General Chemistry II<br>and General Chemistry II Laboratory | 5.00 |
| CH-223Z<br>& CH-229Z | General Chemistry III<br>and General Chemistry III Laboratory | 5.00 |
| EC-201Z | Principles of Microeconomics | 4.00 |
| EC-202Z | Principles of Macroeconomics | 4.00 |
| ENG-104Z | Introduction to Fiction | 4.00 |
| ENG-105Z | Introduction to Drama | 4.00 |
| ENG-106Z | Introduction to Poetry | 4.00 |
| ENG-107 | World Literature: Ancient Through Classical Times | 4.00 |
| ENG-108 | World Literature: Early Middle Ages through the 18th Century | 4.00 |
| ENG-109 | World Literature: The 19th through 21st Centuries | 4.00 |
| ENG-194 | Introduction to Film | 4.00 |
| ENG-201 | Shakespeare | 4.00 |
| ENG-202 | Shakespeare | 4.00 |
| ENG-204 | British Literature: Ancient to Enlightenment | 4.00 |
| ENG-205 | British Literature: Romantic to Contemporary | 4.00 |

| | | |
|---|---|---|
| ENG-213 | U.S. Latinx Literature | 4.00 |
| ENG-240 | Native American Mythology | 4.00 |
| ENG-241 | Norse Mythology | 4.00 |
| ENG-250 | Greek Mythology | 4.00 |
| ENG-251 | Celtic Mythology | 4.00 |
| ENG-252 | Hindu Mythology | 4.00 |
| ENG-253 | American Literature: Pre-Columbian to Civil War | 4.00 |
| ENG-254 | American Literature: 1865 to Present | 4.00 |
| ENG-255 | American Literature: Topics in American Literature | 4.00 |
| ESR-171 | Introduction to Environmental Science | 4.00 |
| ESR-172 | Introduction to Climate Change | 4.00 |
| ESR-173 | Introduction to Sustainability | 4.00 |
| G-101 | General Geology | 4.00 |
| G-102 | General Geology | 4.00 |
| G-103 | General Geology | 4.00 |
| G-201 | General Geology | 4.00 |
| G-202 | General Geology | 4.00 |
| G-203 | General Geology | 4.00 |
| GEO-100 | Introduction to Physical Geography | 4.00 |
| GEO-110 | Cultural & Human Geography | 4.00 |
| GEO-130 | Introduction to Environmental Geography | 4.00 |
| GEO-208 | Geography of the United States & Canada | 4.00 |
| GS-104 | Earth System Science | 4.00 |
| GS-105 | Earth System Science | 4.00 |
| GS-106 | Earth System Science | 4.00 |
| GS-107 | Astronomy | 4.00 |
| HST-101 | History of Western Civilization | 4.00 |
| HST-102 | History of Western Civilization | 4.00 |
| HST-103 | History of Western Civilization | 4.00 |

| | | |
|---|---|---|
| HST-201Z | United States History I | 4.00 |
| HST-202Z | United States History II | 4.00 |
| HST-203Z | United States History III | 4.00 |
| MUS-206 | Music Literature: History of Rock | 4.00 |
| PH-121 | Astronomy | 4.00 |
| PH-122 | General Astronomy | 4.00 |
| PH-123 | General Astronomy | 4.00 |
| PH-201 | General Physics | 5.00 |
| PH-202 | General Physics | 5.00 |
| PH-203 | General Physics | 5.00 |
| PH-211 | General Physics With Calculus | 5.00 |
| PH-212 | General Physics With Calculus | 5.00 |
| PH-213 | General Physics With Calculus | 5.00 |
| PHL-102 | Ethics | 4.00 |
| PS-200 | Introduction to Political Science | 4.00 |
| PS-201 | American Government and Politics | 4.00 |
| PS-203 | State and Local Governments | 4.00 |
| PS-204 | Introduction to Comparative Politics | 4.00 |
| PS-205 | International Relations | 4.00 |
| PS-225 | Introduction to Political Ideologies | 4.00 |
| PSY-201Z | Introduction to Psychology I | 4.00 |
| PSY-202Z | Introduction to Psychology II | 4.00 |
| PSY-219 | Introduction to Psychological Disorders | 4.00 |
| PSY-231 | Introduction to Human Sexuality | 4.00 |
| R-101 | Judaism and Foundations of Religion | 4.00 |
| R-102 | Christianity and Islam | 4.00 |
| R-103 | Asian Religions | 4.00 |
| R-204 | History of Christianity | 4.00 |
| R-210 | World Religions | 4.00 |

| | | |
|---|---|---|
| SOC-204Z | Introduction to Sociology | 4.00 |
| SOC-205Z | Social Change and Institutions | 4.00 |
| SOC-206Z | Social Problems | 4.00 |
| SOC-207 | Social Stratification & Social Systems | 4.00 |
| Z-201 | General Zoology | 4.00 |
| Z-202 | General Zoology | 4.00 |
| Z-203 | General Zoology | 4.00 |

Reviewer
Comments

Key: 14

# Program Change Request

Date Submitted: 04/09/26 10:17 am

## Viewing: AS.PSUMUSIC : AS, Music, PSU

Last approved: 04/03/26 9:16 am

Last edit: 04/09/26 10:17 am

Changes proposed by: George Burgess (george.burgess)

Catalog Pages Using this Program

Music Emphasis, AS - with Portland State University

Change Type

## Program Contact Information

Are you the Faculty Contact Person?

No

### In Workflow

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

### Approval Path

1. 04/13/26 8:51 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 05/05/26 12:05 pm Lars Campbell (lars.campbell): Approved for MUSC Chair
3. 05/08/26 1:10 pm Aundrea Snitker (aundrea.snitker): Approved for DASC Dean

### History

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

4. Jan 25, 2023 by Megan Feagles (megan.feagles)
5. Apr 18, 2023 by Megan Feagles (megan.feagles)
6. Jun 5, 2023 by Megan Feagles (megan.feagles)
7. Oct 30, 2023 by Megan Feagles (megan.feagles)
8. Feb 16, 2024 by Megan Feagles (megan.feagles)
9. Mar 11, 2024 by Megan Feagles (megan.feagles)
10. Mar 11, 2024 by Megan Feagles (megan.feagles)
11. Mar 15, 2024 by Megan Feagles (megan.feagles)
12. Apr 5, 2024 by Megan Feagles (megan.feagles)
13. Jun 7, 2024 by Lars Campbell (lars.campbell)
14. Jun 10, 2024 by Megan Feagles (megan.feagles)
15. Jul 2, 2024 by Megan Feagles (megan.feagles)
16. Jan 17, 2025 by Megan Feagles (megan.feagles)
17. Apr 4, 2025 by Megan Feagles

(megan.feagles)
18. May 3, 2025 by Megan Feagles (megan.feagles)
19. Jun 6, 2025 by Megan Feagles (megan.feagles)
20. Feb 6, 2026 by Megan Feagles (megan.feagles)
21. Apr 3, 2026 by Megan Feagles (megan.feagles)

Faculty Contact Email

lars.campbell@clackamas.edu

## Program Overview

Name of Proposed Program

AS, Music, PSU

Program Code AS.PSUMUSIC

Award (CCWD)

Associate of Science (90-108 credits) (AS)

Type of Program (CCC) Associate of Science (AS)

Educational Focus Area Creative Arts, Communication and Humanities

Effective Catalog Edition 2026-2027

Career Area Arts, Information, and Communications

Department Music

Division Arts and Sciences

Other locations (institutions) this Program will be offered

| | |
|---|---|
| CIP Code | 50.0904 - Music Theory and Composition. |

## Program Award Information

### Program Learning Outcomes (PLOs)

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

| | Outcome(s) |
|---|---|
| 1 | communicate understanding of the inner workings of musical compositions, relating to theory, form, range, and emotional impact; |
| 2 | demonstrate proficiency with performance of musical instrument, utilizing standard performance practice of multiple eras and styles; |
| 3 | use industry software to notate musical examples; |
| 4 | demonstrate an understanding of the basic principles that guide music, these include: recognition of musical building blocks (pitch, rhythm, intervals, scales, etc.), basic level of keyboard proficiency, four-part composition, analysis of musical examples. |

Proposed Curriculum

Plan of Study Grid

First Year

| Fall Term | | Credits |
|---|---|---|
| Select one of the following: | | 1.00-2.00 |
| MUP-102 | Wind Ensemble | |
| MUP-105 | Jazz Ensemble | |
| MUP-141 | College Orchestra | |
| MUP-125 | Advanced Vocal Ensemble | |
| Select one of the following: [1] | | 2.00 |
| MUP-171 - MUP-191 | Individual Lessons | |
| MUP-171J - MUP-191J | Individual Lessons: Jazz | |
| MUS-111 | Music Theory I | 3.00 |
| MUS-111L | Music Notation Software I | 1.00 |
| MUS-114 | Aural Skills I | 2.00 |

| | | |
|---|---|---|
| MUS-127 | Keyboard Skills I | 2.00 |
| MUS-188 | Performance Attendance | 0.00 |
| MUS-189 | Performance & Repertoire [2] | 1.00 |
| WR-121Z | Composition I | 4.00 |
| | Credits | 16-17 |
| Winter Term | | |
| Select one of the following: | | 1.00-2.00 |
| MUP-102 | Wind Ensemble | |
| MUP-105 | Jazz Ensemble | |
| MUP-125 | Advanced Vocal Ensemble | |
| MUP-141 | College Orchestra | |
| Select one of the following: [1] | | 2.00 |
| MUP-171 - MUP-191 Individual Lessons | | |
| MUP-171J - MUP-191J Individual Lessons: Jazz | | |
| MUS-112 | Music Theory I | 3.00 |
| MUS-112L | Music Notation Software I | 1.00 |
| MUS-115 | Aural Skills I | 2.00 |
| MUS-128 | Keyboard Skills I | 2.00 |
| MUS-188 | Performance Attendance | 0.00 |
| MUS-189 | Performance & Repertoire [2] | 1.00 |
| Select one of the following: | | 4.00 |
| MTH-105Z | Math in Society | |
| MTH-111Z | Precalculus I: Functions | |
| MTH-112Z | Precalculus II: Trigonometry | |
| MTH-251Z | Differential Calculus | |
| MTH-252Z | Integral Calculus | |
| | Credits | 16-17 |
| Spring Term | | |
| Select one of the following: | | 1.00-2.00 |
| MUP-102 | Wind Ensemble | |
| MUP-105 | Jazz Ensemble | |
| MUP-125 | Advanced Vocal Ensemble | |
| MUP-141 | College Orchestra | |
| Select one of the following: [1] | | 2.00 |
| MUP-171 - MUP-191 Individual Lessons | | |
| MUP-171J - MUP-191J Individual Lessons: Jazz | | |
| MUS-113 | Music Theory I | 3.00 |
| MUS-113L | Music Notation Software I | 1.00 |
| MUS-116 | Aural Skills I | 2.00 |
| MUS-129 | Keyboard Skills I | 2.00 |
| MUS-188 | Performance Attendance | 0.00 |

| | | |
|---|---|---|
| MUS-189 | Performance & Repertoire [2] | 1.00 |
| WR-122Z | Composition II | 4.00 |
| | Credits | 16-17 |
| Second Year | | |
| Fall Term | | |
| Select one of the following: | | 1.00-2.00 |
| MUP-202 | Wind Ensemble | |
| MUP-205 | Jazz Ensemble | |
| MUP-225 | Advanced Vocal Ensemble | |
| MUP-241 | College Orchestra | |
| Select one of the following: [1] | | 2.00 |
| MUP-271 - MUP-291 | | |
| MUP-271J - MUP-291J | | |
| MUS-188 | Performance Attendance | 0.00 |
| MUS-189 | Performance & Repertoire [2] | 1.00 |
| MUS-211 | Music Theory II | 3.00 |
| MUS-214 | Keyboard Skills II | 2.00 |
| MUS-224 | Aural Skills II | 2.00 |
| Arts & Letters Electives | | 4.00 |
| | Credits | 15-16 |
| Winter Term | | |
| Select one of the following: | | 1.00-2.00 |
| MUP-202 | Wind Ensemble | |
| MUP-205 | Jazz Ensemble | |
| MUP-225 | Advanced Vocal Ensemble | |
| MUP-241 | College Orchestra | |
| Select one of the following: [1] | | 2.00 |
| MUP-271 - MUP-291 | | |
| MUP-271J - MUP-291J | | |
| MUS-188 | Performance Attendance | 0.00 |
| MUS-189 | Performance & Repertoire [2] | 1.00 |
| MUS-212 | Music Theory II | 3.00 |
| MUS-215 | Keyboard Skills II | 2.00 |
| MUS-225 | Aural Skills II | 2.00 |
| Social Science Electives | | 4.00 |
| Science/Math/Computer Science Electives | | 3.00 |
| | Credits | 18-19 |
| Spring Term | | |
| Select one of the following: | | 1.00-2.00 |
| MUP-202 | Wind Ensemble | |
| MUP-205 | Jazz Ensemble | |

| | | |
|---|---|---|
| MUP-225 | Advanced Vocal Ensemble | |
| MUP-241 | College Orchestra | |
| Select one of the following: [1] | | 2.00 |
| MUP-271 - MUP-291 | | |
| MUP-271J - MUP-291J | | |
| MUS-188 | Performance Attendance | 0.00 |
| MUS-189 | Performance & Repertoire [2] | 1.00 |
| MUS-213 | Music Theory II | 3.00 |
| MUS-216 | Keyboard Skills II | 2.00 |
| MUS-226 | Aural Skills II | 2.00 |
| Arts & Letters Electives | | 4.00 |
| Science/Math/Computer Science Electives | | 4.00 |
| | Credits | 19-20 |
| | Total Credits | 100-106 |

1 Lessons must be in same instrument discipline, but may be in different styles.

2 For students pursuing a jazz degree, MUP-104 Jazz Combo and MUP-204 Jazz Combo may be substituted for MUS-189 Performance & Repertoire.

# Arts & Letters Electives

| | | |
|---|---|---|
| ART-101 | Art Appreciation | 3.00 |
| ART-115 | Basic Design: 2-Dimensional Design | 4.00 |
| ART-117 | Basic Design: 3-Dimensional Composition | 4.00 |
| ART-131 | Introduction to Drawing | 4.00 |
| ART-204 | History of Art/Ancient Through Medieval | 4.00 |
| ART-205 | History of Art/Romanesque Through Baroque | 4.00 |
| ART-206 | History of Art/Enlightenment Through Contemporary | 4.00 |
| ART-250 | Ceramics/Beginning | 4.00 |
| ART-252 | Ceramics/Wheel-Throwing I | 4.00 |
| ART-253 | Ceramics/Intermediate | 4.00 |
| ART-255 | Ceramics/Wheel-Throwing II | 4.00 |
| ART-281 | Painting: Still Life/Beginning | 4.00 |
| ART-282 | Painting: The Figure/Beginning | 4.00 |
| ART-283 | Painting: Landscapes/Beginning | 4.00 |

| | | |
|---|---|---|
| ART-284 | Painting: Still Life/Intermediate | 4.00 |
| ART-285 | Painting: The Figure/Intermediate | 4.00 |
| ART-286 | Painting: Landscapes/Intermediate | 4.00 |
| ART-291 | Sculpture | 4.00 |
| ART-292 | Sculpture (Figure Emphasis) | 4.00 |
| ART-293 | Sculpture (Metal Emphasis) | 4.00 |
| ASL-201 | Second-Year American Sign Language I | 4.00 |
| ASL-202 | Second-Year American Sign Language II | 4.00 |
| ASL-203 | Second-Year American Sign Language III | 4.00 |
| COMM-126 | Intro to Communication, Gender, and Sexuality | 4.00 |
| COMM-140 | Introduction to Intercultural Communication | 4.00 |
| COMM-212 | Mass Media & Society | 4.00 |
| COMM-218Z | Interpersonal Communication | 4.00 |
| COMM-219 | Small Group Discussion | 4.00 |
| COMM-227 | Nonverbal Communication | 4.00 |
| DMC-225 | Computer Graphics I | 4.00 |
| DMC-226 | Computer Graphics II | 4.00 |
| DMC-227 | Computer Graphics III | 4.00 |
| ENG-104Z | Introduction to Fiction | 4.00 |
| ENG-105Z | Introduction to Drama | 4.00 |
| ENG-106Z | Introduction to Poetry | 4.00 |
| ENG-107 | World Literature: Ancient Through Classical Times | 4.00 |
| ENG-108 | World Literature: Early Middle Ages through the 18th Century | 4.00 |
| ENG-109 | World Literature: The 19th through 21st Centuries | 4.00 |
| ENG-116 | Introduction to Literature: Comics | 4.00 |
| ENG-121 | Mystery Fiction | 4.00 |
| ENG-195 | American Film | 4.00 |
| ENG-201 | Shakespeare | 4.00 |
| ENG-202 | Shakespeare | 4.00 |

| | | |
|---|---|---|
| ENG-204 | British Literature: Ancient to Enlightenment | 4.00 |
| ENG-205 | British Literature: Romantic to Contemporary | 4.00 |
| ENG-213 | U.S. Latinx Literature | 4.00 |
| ENG-218 | Arthurian Literature | 4.00 |
| ENG-226 | Popular Literature | 4.00 |
| ENG-240 | Native American Mythology | 4.00 |
| ENG-241 | Norse Mythology | 4.00 |
| ENG-243 | African Mythology | 4.00 |
| ENG-250 | Greek Mythology | 4.00 |
| ENG-251 | Celtic Mythology | 4.00 |
| ENG-252 | Hindu Mythology | 4.00 |
| ENG-253 | American Literature: Pre-Columbian to Civil War | 4.00 |
| ENG-254 | American Literature: 1865 to Present | 4.00 |
| ENG-270 | Introduction to Literary Criticism | 4.00 |
| FR-201 | Second-Year French I | 4.00 |
| FR-202 | Second-Year French II | 4.00 |
| FR-203 | Second-Year French III | 4.00 |
| FR-211 | Intermediate French Conversation | 3.00 |
| HUM-160 | Faith & Reason | 4.00 |
| HUM-235 | Perspectives on Terrorism | 4.00 |
| J-211 | Mass Media & Society | 4.00 |
| MUS-105 | Music Appreciation | 3.00 |
| MUS-111 | Music Theory I | 3.00 |
| MUS-112 | Music Theory I | 3.00 |
| MUS-113 | Music Theory I | 3.00 |
| MUS-205 | Music Literature: History of Jazz | 4.00 |
| MUS-206 | Music Literature: History of Rock | 4.00 |
| MUS-211 | Music Theory II | 3.00 |
| MUS-212 | Music Theory II | 3.00 |

| | | |
|---|---|---|
| MUS-213 | Music Theory II | 3.00 |
| PHL-101 | Philosophical Problems | 4.00 |
| PHL-102 | Ethics | 4.00 |
| PHL-103 | Critical Reasoning | 4.00 |
| PHL-205 | Moral Issues | 4.00 |
| PHL-210 | Philosophy of Religion | 4.00 |
| SPN-201 | Second-Year Spanish I | 4.00 |
| SPN-202 | Second-Year Spanish II | 4.00 |
| SPN-203 | Second-Year Spanish III | 4.00 |
| TA-101 | Appreciation of Theatre | 4.00 |
| TA-102 | Appreciation of Theatre | 4.00 |
| TA-103 | Appreciation of Theatre | 4.00 |
| TA-141 | Acting I | 4.00 |
| TA-142 | Acting II | 4.00 |
| TA-143 | Acting III | 4.00 |
| WR-241 | Fiction Writing I | 4.00 |
| WR-242 | Poetry Writing I | 4.00 |
| WR-243 | Playwriting I | 4.00 |
| WR-244 | Fiction Writing II | 4.00 |
| WR-245 | Poetry Writing II | 4.00 |
| WR-248 | Publishing Literature: Editing and Marketing for Publication | 4.00 |
| WR-262 | Introduction to Screenwriting | 4.00 |
| WR-265 | Digital Storytelling | 4.00 |
| WR-270 | Creative Nonfiction Writing II: Food Writing | 4.00 |

## Science/Math/Computer Science Electives

| | | |
|---|---|---|
| ASC-175 | Integrated Science Inquiry | 4.00 |
| ASC-176 | Integrated Science Inquiry | 4.00 |
| ASC-177 | Integrated Science Inquiry | 4.00 |

| | | |
|---|---|---|
| BI-101 | General Biology; Cellular Biology | 4.00 |
| BI-102 | General Biology; Animal Systems | 4.00 |
| BI-103 | General Biology; Plants & The Ecosystem | 4.00 |
| BI-112 | General Biology for Health Sciences | 4.00 |
| BI-160 | Bird Identification & Taxonomy | 3.00 |
| BI-160L | Bird Identification & Taxonomy with Lab | 4.00 |
| BI-165C | Natural History of the Oregon Coast | 3.00 |
| BI-165CL | Natural History of the Oregon Coast with Lab | 4.00 |
| BI-165D | Natural History of the Western Deserts | 4.00 |
| BI-175 | Integrated Science Inquiry | 4.00 |
| BI-176 | Integrated Science Inquiry | 4.00 |
| BI-177 | Integrated Science Inquiry | 4.00 |
| BI-204 | Elementary Microbiology | 4.00 |
| BI-215 | General Zoology | 4.00 |
| BI-216 | General Zoology | 4.00 |
| BI-217 | General Zoology | 4.00 |
| BI-221Z | Principles of Biology: Cells | 5.00 |
| BI-222Z | Principles of Biology: Organisms | 5.00 |
| BI-223Z | Principles of Biology: Ecology and Evolution | 5.00 |
| BI-231Z | Human Anatomy and Physiology I | 4.00 |
| BI-232Z | Human Anatomy and Physiology II | 4.00 |
| BI-233Z | Human Anatomy and Physiology III | 4.00 |
| BI-234 | Introductory Microbiology | 4.00 |
| CH-104Z & CH-124Z | Introduction to Chemistry and Introduction to Chemistry Lab | 5.00 |
| CH-105 & CH-125 | Introduction to Chemistry II and Course CH-125 Not Found | 5.00 |
| CH-106 & CH-126 | Introduction to Chemistry III and Course CH-126 Not Found | 5.00 |

| | | |
|---|---|---|
| CH-112Z | Chemistry for Health Professions | 4.00 |
| CH-114 | Chemistry in Art | 4.00 |
| CH-221Z<br>& CH-227Z | General Chemistry I<br>and General Chemistry I Laboratory | 5.00 |
| CH-222Z<br>& CH-228Z | General Chemistry II<br>and General Chemistry II Laboratory | 5.00 |
| CH-223Z<br>& CH-229Z | General Chemistry III<br>and General Chemistry III Laboratory | 5.00 |
| ESR-171 | Introduction to Environmental Science | 4.00 |
| ESR-172 | Introduction to Climate Change | 4.00 |
| ESR-173 | Introduction to Sustainability | 4.00 |
| G-101 | General Geology | 4.00 |
| G-102 | General Geology | 4.00 |
| G-103 | General Geology | 4.00 |
| G-148 | Volcanoes & Earthquakes | 4.00 |
| G-201 | General Geology | 4.00 |
| G-202 | General Geology | 4.00 |
| G-203 | General Geology | 4.00 |
| GS-104 | Earth System Science | 4.00 |
| GS-105 | Earth System Science | 4.00 |
| GS-106 | Earth System Science | 4.00 |
| GS-107 | Astronomy | 4.00 |
| MTH-211 | Fundamentals of Elementary Math I | 4.00 |
| MTH-212 | Fundamentals of Elementary Math II | 4.00 |
| MTH-213 | Fundamentals of Elementary Math III | 4.00 |
| MTH-244 | Statistics II | 4.00 |
| MTH-252Z | Integral Calculus [1] | 4.00 |
| MTH-253Z | Calculus: Sequences and Series | 4.00 |
| MTH-254 | Vector Calculus | 5.00 |

| | | |
|---|---|---|
| MTH-256 | Differential Equations | 4.00 |
| MTH-261 | Linear Algebra | 4.00 |
| PH-121 | Astronomy | 4.00 |
| PH-122 | General Astronomy | 4.00 |
| PH-123 | General Astronomy | 4.00 |
| PH-201 | General Physics | 5.00 |
| PH-202 | General Physics | 5.00 |
| PH-203 | General Physics | 5.00 |
| PH-211 | General Physics With Calculus | 5.00 |
| PH-212 | General Physics With Calculus | 5.00 |
| PH-213 | General Physics With Calculus | 5.00 |
| STAT-243Z | Elementary Statistics I | 4.00 |
| Z-201 | General Zoology | 4.00 |
| Z-202 | General Zoology | 4.00 |
| Z-203 | General Zoology | 4.00 |

[1]
May be used as an elective requirement in this category if it has not already used for the mathematics requirement in this AS degree

## Social Science Electives

| | | |
|---|---|---|
| ANT-101 | Biological Anthropology | 4.00 |
| ANT-102 | Archaeology & Prehistory | 4.00 |
| ANT-103 | Cultural Anthropology | 4.00 |
| ANT-232 | Native Americans of North America | 4.00 |
| CJA-101 | Criminology | 4.00 |
| EC-201Z | Principles of Microeconomics | 4.00 |
| EC-202Z | Principles of Macroeconomics | 4.00 |
| GEO-100 | Introduction to Physical Geography | 4.00 |
| GEO-110 | Cultural & Human Geography | 4.00 |
| GEO-130 | Introduction to Environmental Geography | 4.00 |

| | | |
|---|---|---|
| GEO-208 | Geography of the United States & Canada | 4.00 |
| HST-101 | History of Western Civilization | 4.00 |
| HST-102 | History of Western Civilization | 4.00 |
| HST-103 | History of Western Civilization | 4.00 |
| HST-131 | History of Crime & Punishment in Western Civilization | 4.00 |
| HST-132 | History of Language and the Written Word in Western Civilization | 4.00 |
| HST-136 | History of Popular Culture, Entertainment & Sports in Western Civilization | 4.00 |
| HST-137 | History of Science, Medicine, & Technology in Western Civilization | 4.00 |
| HST-201Z | United States History I | 4.00 |
| HST-202Z | United States History II | 4.00 |
| HST-203Z | United States History III | 4.00 |
| PS-200 | Introduction to Political Science | 4.00 |
| PS-201 | American Government and Politics | 4.00 |
| PS-203 | State and Local Governments | 4.00 |
| PS-204 | Introduction to Comparative Politics | 4.00 |
| PS-205 | International Relations | 4.00 |
| PS-225 | Introduction to Political Ideologies | 4.00 |
| PS-297 | Introduction to Environmental Politics | 4.00 |
| PSY-201Z | Introduction to Psychology I | 4.00 |
| PSY-202Z | Introduction to Psychology II | 4.00 |
| PSY-215 | Introduction to Developmental Psychology | 4.00 |
| PSY-219 | Introduction to Psychological Disorders | 4.00 |
| PSY-231 | Introduction to Human Sexuality | 4.00 |
| SOC-204Z | Introduction to Sociology | 4.00 |
| SOC-205Z | Social Change and Institutions | 4.00 |
| SOC-206Z | Social Problems | 4.00 |
| SOC-207 | Social Stratification & Social Systems | 4.00 |
| SOC-210 | Marriage, Family, & Intimate Relations | 4.00 |
| SSC-160 | Faith & Reason | 4.00 |

| | | |
|---|---|---|
| SSC-235 | Perspectives on Terrorism | 4.00 |
| WS-101 | Introduction to Women's Studies | 4.00 |

Reviewer Comments

# Program Change Request

Date Submitted: 04/09/26 10:14 am

## Viewing: AA.OREGONTRANSFER : Associate of Arts Oregon Transfer (AAOT)

Last approved: 04/03/26 9:13 am

Last edit: 04/09/26 10:14 am

Changes proposed by: George Burgess (george.burgess)

Catalog Pages Using this Program

Associate of Arts Oregon Transfer (AAOT)

Change Type

## Program Contact Information

Are you the Faculty Contact Person?

Yes

### In Workflow

1. **Curriculum Office**
2. **DASC Dean**
3. **Curriculum Office**
4. Curriculum Committee Approval

### Approval Path

1. 04/13/26 8:51 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 04/21/26 1:14 pm Aundrea Snitker (aundrea.snitker): Approved for DASC Dean

### History

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

6. Jan 25, 2023 by Megan Feagles (megan.feagles)
7. Apr 18, 2023 by Megan Feagles (megan.feagles)
8. Feb 2, 2024 by Megan Feagles (megan.feagles)
9. Feb 16, 2024 by Megan Feagles (megan.feagles)
10. Mar 11, 2024 by Megan Feagles (megan.feagles)
11. Mar 15, 2024 by Megan Feagles (megan.feagles)
12. Mar 15, 2024 by Megan Feagles (megan.feagles)
13. Mar 15, 2024 by Megan Feagles (megan.feagles)
14. Mar 15, 2024 by Megan Feagles (megan.feagles)
15. Apr 5, 2024 by Megan Feagles (megan.feagles)
16. May 17, 2024 by Megan Feagles (megan.feagles)
17. Jun 7, 2024 by Megan Feagles (megan.feagles)
18. Jan 17, 2025 by Megan Feagles (megan.feagles)
19. Feb 7, 2025 by Megan Feagles

(megan.feagles)
20. Apr 4, 2025 by Megan Feagles (megan.feagles)
21. Apr 18, 2025 by Megan Feagles (megan.feagles)
22. May 3, 2025 by Megan Feagles (megan.feagles)
23. Jun 6, 2025 by Megan Feagles (megan.feagles)
24. Feb 6, 2026 by Megan Feagles (megan.feagles)
25. Mar 6, 2026 by Kelly Mercer (kelly.mercer)
26. Apr 3, 2026 by Megan Feagles (megan.feagles)

## Program Overview

Name of Proposed Program

Associate of Arts Oregon Transfer (AAOT)

| | |
|---|---|
| Program Code | AA.OREGONTRANSFER |
| Award (CCWD) | Associate of Arts Oregon Transfer (90-108 credits) (AAOT) |
| Type of Program (CCC) | Associate of Arts (AA) |
| Educational Focus Area | |
| Effective Catalog Edition | 2026-2027 |
| Career Area | Arts, Information, and Communications |

| | |
|---|---|
| Department | Arts and Sciences |
| Division | Arts and Sciences |

Other locations (institutions) this Program will be offered

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

## Program Award Information

### Program Learning Outcomes (PLOs)

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

| | Outcome(s) |
|---|---|
| 1 | interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; |
| 2 | critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues. |
| 3 | identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference. |
| 4 | use appropriate mathematics to solve problems; |
| 5 | recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results. |
| 6 | gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions; |
| 7 | apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; |
| 8 | assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment. |
| 9 | apply analytical skills to social phenomena in order to understand human behavior; |

| | Outcome(s) |
|---|---|
| 10 | apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live. |
| 11 | engage in ethical communication processes that accomplish goals; |
| 12 | respond to the needs of diverse audiences and contexts; |
| 13 | build and manage relationships. |
| 14 | read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences; |
| 15 | locate, evaluate, and ethically utilize information to communicate effectively; |
| 16 | demonstrate appropriate reasoning in response to complex issues. |
| 17 | formulate a problem statement; |
| 18 | determine the nature and extent of the information needed to address the problem; |
| 19 | access relevant information effectively and efficiently; |
| 20 | evaluate information and its source critically; |
| 21 | understand many of the economic, legal, and social issues surrounding the use of information. |

Proposed Curriculum

Complete 90 credits from the following:

# Foundational Skills

## Writing

8 credits

Information literacy will be included in the Writing Requirement

| | | |
|---|---|---|
| WR-121Z | Composition I | 4.00 |
| WR-122Z | Composition II | 4.00 |
| or WR-227Z | Technical Writing | |

## Oral Communication

1 course

| | | |
|---|---|---|
| COMM-111Z | Public Speaking | 4.00 |

## Mathematics

1 course

| | | |
|---|---|---|
| MTH-105Z | Math in Society | 4.00 |
| MTH-108 | Data Science Explorations | 4.00 |
| MTH-111Z | Precalculus I: Functions | 4.00 |
| MTH-112Z | Precalculus II: Trigonometry | 4.00 |
| MTH-211 | Fundamentals of Elementary Math I | 4.00 |
| MTH-212 | Fundamentals of Elementary Math II | 4.00 |
| MTH-213 | Fundamentals of Elementary Math III | 4.00 |
| MTH-244 | Statistics II | 4.00 |
| MTH-251Z | Differential Calculus | 4.00 |
| MTH-252Z | Integral Calculus | 4.00 |
| MTH-253Z | Calculus: Sequences and Series | 4.00 |
| MTH-254 | Vector Calculus | 5.00 |
| MTH-256 | Differential Equations | 4.00 |
| MTH-261 | Linear Algebra | 4.00 |
| STAT-243Z | Elementary Statistics I | 4.00 |

## Health & Physical Education

At least 3 credits

| | | |
|---|---|---|
| HE-163 | Body & Drugs I: Introduction to Abuse & Addiction | 3.00 |
| HE-164 | Body & Drugs II: Alcohol | 3.00 |
| HE-201 | Personal Training | 3.00 |
| HE-204 | Nutrition & Weight Control | 3.00 |
| HE-207 | Introduction to Plant Based Living | 3.00 |
| HE-223 | Sports Nutrition | 3.00 |
| HE-249 | Mental Health | 3.00 |
| HE-250 | Personal Health | 3.00 |
| HE-252 | First Aid/CPR/AED | 3.00 |

| | | |
|---|---|---|
| HE-261 | Community CPR | 1.00 |
| HE-263 | Body & Drugs III: Marijuana | 3.00 |
| HE-264 | Body & Drugs IV: Other Drugs, Other Addictions | 3.00 |
| HPE-295 | Health & Fitness for Life | 3.00 |
| PE-185 | Physical Education | 1.00 |
| PE-194 | Professional Activities | 1.00 |
| PE-240 | Strength & Conditioning Theory & Techniques | 3.00 |
| PE-260 | Care and Prevention of Athletic Injuries | 2.00 |
| PE-270 | Sport and Exercise Psychology | 3.00 |
| PE-294 | Professional Activities | 1.00 |
| PE-294A | Philosophy of Coaching | 2.00 |

# General Education Distribution Areas

## Arts & Letters

3 courses from 2 or more disciplines

Each course must be at least 3 credits

## Arts & Letters Course List

| | | |
|---|---|---|
| ART-101 | Art Appreciation | 3.00 |
| ART-115 | Basic Design: 2-Dimensional Design | 4.00 |
| ART-117 | Basic Design: 3-Dimensional Composition | 4.00 |
| ART-131 | Introduction to Drawing | 4.00 |
| ART-204 | History of Art/Ancient Through Medieval | 4.00 |
| ART-205 | History of Art/Romanesque Through Baroque | 4.00 |
| ART-206 | History of Art/Enlightenment Through Contemporary | 4.00 |
| ART-232 | Life Drawing (Figure Emphasis) | 4.00 |
| ART-233 | Drawing for Comics | 4.00 |
| ART-250 | Ceramics/Beginning | 4.00 |
| ART-252 | Ceramics/Wheel-Throwing I | 4.00 |

| | | |
|---|---|---|
| ART-253 | Ceramics/Intermediate | 4.00 |
| ART-255 | Ceramics/Wheel-Throwing II | 4.00 |
| ART-281 | Painting: Still Life/Beginning | 4.00 |
| ART-282 | Painting: The Figure/Beginning | 4.00 |
| ART-283 | Painting: Landscapes/Beginning | 4.00 |
| ART-284 | Painting: Still Life/Intermediate | 4.00 |
| ART-285 | Painting: The Figure/Intermediate | 4.00 |
| ART-286 | Painting: Landscapes/Intermediate | 4.00 |
| ART-291 | Sculpture | 4.00 |
| ART-292 | Sculpture (Figure Emphasis) | 4.00 |
| ART-293 | Sculpture (Metal Emphasis) | 4.00 |
| ASL-201 | Second-Year American Sign Language I | 4.00 |
| ASL-202 | Second-Year American Sign Language II | 4.00 |
| ASL-203 | Second-Year American Sign Language III | 4.00 |
| COMM-112 | Persuasive Speaking | 4.00 |
| COMM-126 | Intro to Communication, Gender, and Sexuality | 4.00 |
| COMM-140 | Introduction to Intercultural Communication | 4.00 |
| COMM-212 | Mass Media & Society | 4.00 |
| COMM-218Z | Interpersonal Communication | 4.00 |
| COMM-219 | Small Group Discussion | 4.00 |
| COMM-227 | Nonverbal Communication | 4.00 |
| ENG-104Z | Introduction to Fiction | 4.00 |
| ENG-105Z | Introduction to Drama | 4.00 |
| ENG-106Z | Introduction to Poetry | 4.00 |
| ENG-107 | World Literature: Ancient Through Classical Times | 4.00 |
| ENG-108 | World Literature: Early Middle Ages through the 18th Century | 4.00 |
| ENG-109 | World Literature: The 19th through 21st Centuries | 4.00 |
| ENG-116 | Introduction to Literature: Comics | 4.00 |
| ENG-121 | Mystery Fiction | 4.00 |

| | | |
|---|---|---|
| ENG-194 | Introduction to Film | 4.00 |
| ENG-195 | American Film | 4.00 |
| ENG-201 | Shakespeare | 4.00 |
| ENG-202 | Shakespeare | 4.00 |
| ENG-204 | British Literature: Ancient to Enlightenment | 4.00 |
| ENG-205 | British Literature: Romantic to Contemporary | 4.00 |
| ENG-213 | U.S. Latinx Literature | 4.00 |
| ENG-218 | Arthurian Literature | 4.00 |
| ENG-222 | Children's and Young Adult Literature | 4.00 |
| ENG-226 | Popular Literature | 4.00 |
| ENG-240 | Native American Mythology | 4.00 |
| ENG-241 | Norse Mythology | 4.00 |
| ENG-243 | African Mythology | 4.00 |
| ENG-250 | Greek Mythology | 4.00 |
| ENG-251 | Celtic Mythology | 4.00 |
| ENG-252 | Hindu Mythology | 4.00 |
| ENG-253 | American Literature: Pre-Columbian to Civil War | 4.00 |
| ENG-254 | American Literature: 1865 to Present | 4.00 |
| ENG-255 | American Literature: Topics in American Literature | 4.00 |
| ENG-260 | Introduction to Women Writers | 4.00 |
| ENG-261 | Literature of Science Fiction | 4.00 |
| ENG-270 | Introduction to Literary Criticism | 4.00 |
| ENG-271 | World Literature: Ancient Through Classical Times | 4.00 |
| ENG-272 | World Literature: Early Middle Ages through the 18th Century | 4.00 |
| ENG-273 | World Literature: the 19th Through 21st Centuries | 4.00 |
| ENG-295 | Revolutionary Film | 4.00 |
| ENG-296 | Adaptation: Literature Into Film | 4.00 |
| FR-201 | Second-Year French I | 4.00 |
| FR-202 | Second-Year French II | 4.00 |

| | | |
|---|---|---|
| FR-203 | Second-Year French III | 4.00 |
| HUM-160 | Faith & Reason | 4.00 |
| HUM-235 | Perspectives on Terrorism | 4.00 |
| J-211 | Mass Media & Society | 4.00 |
| J-216 | Writing for Media | 4.00 |
| MUS-105 | Music Appreciation | 3.00 |
| MUS-111 | Music Theory I | 3.00 |
| MUS-112 | Music Theory I | 3.00 |
| MUS-113 | Music Theory I | 3.00 |
| MUS-205 | Music Literature: History of Jazz | 4.00 |
| MUS-206 | Music Literature: History of Rock | 4.00 |
| MUS-211 | Music Theory II | 3.00 |
| MUS-212 | Music Theory II | 3.00 |
| MUS-213 | Music Theory II | 3.00 |
| PHL-101 | Philosophical Problems | 4.00 |
| PHL-102 | Ethics | 4.00 |
| PHL-103 | Critical Reasoning | 4.00 |
| PHL-205 | Moral Issues | 4.00 |
| PHL-210 | Philosophy of Religion | 4.00 |
| PHL-213 | Asian Philosophy | 4.00 |
| PHL-216 | Ancient Philosophy | 4.00 |
| R-101 | Judaism and Foundations of Religion | 4.00 |
| R-102 | Christianity and Islam | 4.00 |
| R-103 | Asian Religions | 4.00 |
| R-204 | History of Christianity | 4.00 |
| R-210 | World Religions | 4.00 |
| R-211 | History of the Old Testament | 4.00 |
| R-212 | History of the New Testament | 4.00 |
| SPN-201 | Second-Year Spanish I | 4.00 |

| | | |
|---|---|---|
| SPN-202 | Second-Year Spanish II | 4.00 |
| SPN-203 | Second-Year Spanish III | 4.00 |
| SSC-160 | Faith & Reason | 4.00 |
| TA-101 | Appreciation of Theatre | 4.00 |
| TA-102 | Appreciation of Theatre | 4.00 |
| TA-103 | Appreciation of Theatre | 4.00 |
| TA-111 | Fundamentals of Technical Theatre | 4.00 |
| TA-122 | Costuming II | 3.00 |
| TA-123 | Costuming III | 3.00 |
| TA-141 | Acting I | 4.00 |
| TA-142 | Acting II | 4.00 |
| TA-143 | Acting III | 4.00 |
| TA-153 | Theatre Rehearsal & Performance | 3.00 |
| WR-240 | Creative Nonfiction Writing I | 4.00 |
| WR-241 | Fiction Writing I | 4.00 |
| WR-242 | Poetry Writing I | 4.00 |
| WR-243 | Playwriting I | 4.00 |
| WR-244 | Fiction Writing II | 4.00 |
| WR-245 | Poetry Writing II | 4.00 |
| WR-246 | Publishing Literature: Reading and Revising for Publication | 4.00 |
| WR-247 | Playwriting II | 4.00 |
| WR-248 | Publishing Literature: Editing and Marketing for Publication | 4.00 |
| WR-250 | Publishing Literature: Designing and Promoting for Publication | 4.00 |
| WR-262 | Introduction to Screenwriting | 4.00 |
| WR-265 | Digital Storytelling | 4.00 |
| WR-270 | Creative Nonfiction Writing II: Food Writing | 4.00 |
| WS-101 | Introduction to Women's Studies | 4.00 |

## Social Science

4 courses from 2 or more disciplines

Each course must be at least 3 credits

## Social Science Course List

| | | |
|---|---|---|
| ANT-101 | Biological Anthropology | 4.00 |
| ANT-102 | Archaeology & Prehistory | 4.00 |
| ANT-103 | Cultural Anthropology | 4.00 |
| ANT-232 | Native Americans of North America | 4.00 |
| CJA-101 | Criminology | 4.00 |
| CJA-201 | Juvenile Delinquency | 4.00 |
| EC-200 | Contemporary Economic Issues | 4.00 |
| EC-201Z | Principles of Microeconomics | 4.00 |
| EC-202Z | Principles of Macroeconomics | 4.00 |
| ES-101 | Introduction to Ethnic Studies | 4.00 |
| ES-211 | Introduction to Latino/a/x Studies | 4.00 |
| ES-221 | Introduction to Black Studies | 4.00 |
| ES-231 | Introduction to Southeast Asian and South Pacific Island Diaspora Studies | 4.00 |
| ES-241 | Introduction to Native American Studies | 4.00 |
| GEO-100 | Introduction to Physical Geography | 4.00 |
| GEO-110 | Cultural & Human Geography | 4.00 |
| GEO-130 | Introduction to Environmental Geography | 4.00 |
| GEO-208 | Geography of the United States & Canada | 4.00 |
| HST-101 | History of Western Civilization | 4.00 |
| HST-102 | History of Western Civilization | 4.00 |
| HST-103 | History of Western Civilization | 4.00 |
| HST-131 | History of Crime & Punishment in Western Civilization | 4.00 |
| HST-132 | History of Language and the Written Word in Western Civilization | 4.00 |
| HST-136 | History of Popular Culture, Entertainment & Sports in Western Civilization | 4.00 |
| HST-137 | History of Science, Medicine, & Technology in Western Civilization | 4.00 |
| HST-201Z | United States History I | 4.00 |

| | | |
|---|---|---|
| HST-202Z | United States History II | 4.00 |
| HST-203Z | United States History III | 4.00 |
| HUM-160 | Faith & Reason | 4.00 |
| PS-200 | Introduction to Political Science | 4.00 |
| PS-201 | American Government and Politics | 4.00 |
| PS-203 | State and Local Governments | 4.00 |
| PS-204 | Introduction to Comparative Politics | 4.00 |
| PS-205 | International Relations | 4.00 |
| PS-225 | Introduction to Political Ideologies | 4.00 |
| PS-297 | Introduction to Environmental Politics | 4.00 |
| PSY-201Z | Introduction to Psychology I | 4.00 |
| PSY-202Z | Introduction to Psychology II | 4.00 |
| PSY-215 | Introduction to Developmental Psychology | 4.00 |
| PSY-219 | Introduction to Psychological Disorders | 4.00 |
| PSY-231 | Introduction to Human Sexuality | 4.00 |
| SOC-204Z | Introduction to Sociology | 4.00 |
| SOC-205Z | Social Change and Institutions | 4.00 |
| SOC-206Z | Social Problems | 4.00 |
| SOC-207 | Social Stratification & Social Systems | 4.00 |
| SOC-210 | Marriage, Family, & Intimate Relations | 4.00 |
| SSC-160 | Faith & Reason | 4.00 |
| SSC-235 | Perspectives on Terrorism | 4.00 |
| WS-101 | Introduction to Women's Studies | 4.00 |

## Science/Math/Computer Science

4 courses from at least 2 disciplines including at least 3 laboratory courses in biological and/or physical science
Each course must be at least 3 credits

## Science/Math/Computer Science Course List

| | | |
|---|---|---|
| ASC-175 | Integrated Science Inquiry | 4.00 |

| | | |
|---|---|---|
| ASC-176 | Integrated Science Inquiry | 4.00 |
| ASC-177 | Integrated Science Inquiry | 4.00 |
| BI-101 | General Biology; Cellular Biology | 4.00 |
| BI-102 | General Biology; Animal Systems | 4.00 |
| BI-103 | General Biology; Plants & The Ecosystem | 4.00 |
| BI-112 | General Biology for Health Sciences | 4.00 |
| BI-160 | Bird Identification & Taxonomy | 3.00 |
| BI-160L | Bird Identification & Taxonomy with Lab | 4.00 |
| BI-165C | Natural History of the Oregon Coast | 3.00 |
| BI-165CL | Natural History of the Oregon Coast with Lab | 4.00 |
| BI-165D | Natural History of the Western Deserts | 4.00 |
| BI-175 | Integrated Science Inquiry | 4.00 |
| BI-176 | Integrated Science Inquiry | 4.00 |
| BI-177 | Integrated Science Inquiry | 4.00 |
| BI-204 | Elementary Microbiology | 4.00 |
| BI-215 | General Zoology | 4.00 |
| BI-216 | General Zoology | 4.00 |
| BI-217 | General Zoology | 4.00 |
| BI-221Z | Principles of Biology: Cells | 5.00 |
| BI-222Z | Principles of Biology: Organisms | 5.00 |
| BI-223Z | Principles of Biology: Ecology and Evolution | 5.00 |
| BI-231Z | Human Anatomy and Physiology I | 4.00 |
| BI-232Z | Human Anatomy and Physiology II | 4.00 |
| BI-233Z | Human Anatomy and Physiology III | 4.00 |
| BI-234 | Introductory Microbiology | 4.00 |
| CH-104Z & CH-124Z | Introduction to Chemistry and Introduction to Chemistry Lab | 5.00 |
| CH-105 & CH-125 | Introduction to Chemistry II and Course CH-125 Not Found | 5.00 |

| | | |
|---|---|---|
| CH-106<br>& CH-126 | Introduction to Chemistry III<br>and Course CH-126 Not Found | 5.00 |
| CH-112Z | Chemistry for Health Professions | 4.00 |
| CH-114 | Chemistry in Art | 4.00 |
| CH-221Z<br>& CH-227Z | General Chemistry I<br>and General Chemistry I Laboratory | 5.00 |
| CH-222Z<br>& CH-228Z | General Chemistry II<br>and General Chemistry II Laboratory | 5.00 |
| CH-223Z<br>& CH-229Z | General Chemistry III<br>and General Chemistry III Laboratory | 5.00 |
| ESR-171 | Introduction to Environmental Science | 4.00 |
| ESR-172 | Introduction to Climate Change | 4.00 |
| ESR-173 | Introduction to Sustainability | 4.00 |
| G-101 | General Geology | 4.00 |
| G-102 | General Geology | 4.00 |
| G-103 | General Geology | 4.00 |
| G-148 | Volcanoes & Earthquakes | 4.00 |
| G-201 | General Geology | 4.00 |
| G-202 | General Geology | 4.00 |
| G-203 | General Geology | 4.00 |
| GS-104 | Earth System Science | 4.00 |
| GS-105 | Earth System Science | 4.00 |
| GS-106 | Earth System Science | 4.00 |
| GS-107 | Astronomy | 4.00 |
| MTH-105Z | Math in Society | 4.00 |
| MTH-108 | Data Science Explorations | 4.00 |
| MTH-111Z | Precalculus I: Functions | 4.00 |
| MTH-112Z | Precalculus II: Trigonometry | 4.00 |
| MTH-211 | Fundamentals of Elementary Math I | 4.00 |
| MTH-212 | Fundamentals of Elementary Math II | 4.00 |

| | | |
|---|---|---|
| MTH-213 | Fundamentals of Elementary Math III | 4.00 |
| MTH-244 | Statistics II | 4.00 |
| MTH-251Z | Differential Calculus | 4.00 |
| MTH-252Z | Integral Calculus | 4.00 |
| MTH-253Z | Calculus: Sequences and Series | 4.00 |
| MTH-254 | Vector Calculus | 5.00 |
| MTH-256 | Differential Equations | 4.00 |
| MTH-261 | Linear Algebra | 4.00 |
| PH-121 | Astronomy | 4.00 |
| PH-122 | General Astronomy | 4.00 |
| PH-123 | General Astronomy | 4.00 |
| PH-201 | General Physics | 5.00 |
| PH-202 | General Physics | 5.00 |
| PH-203 | General Physics | 5.00 |
| PH-211 | General Physics With Calculus | 5.00 |
| PH-212 | General Physics With Calculus | 5.00 |
| PH-213 | General Physics With Calculus | 5.00 |
| STAT-243Z | Elementary Statistics I | 4.00 |
| Z-201 | General Zoology | 4.00 |
| Z-202 | General Zoology | 4.00 |
| Z-203 | General Zoology | 4.00 |

## Cultural Literacy

1 course

## Cultural Literacy Course List

| | | |
|---|---|---|
| ANT-102 | Archaeology & Prehistory | 4.00 |
| ANT-103 | Cultural Anthropology | 4.00 |
| ANT-232 | Native Americans of North America | 4.00 |
| ART-204 | History of Art/Ancient Through Medieval | 4.00 |

| | | |
|---|---|---|
| ART-205 | History of Art/Romanesque Through Baroque | 4.00 |
| ART-206 | History of Art/Enlightenment Through Contemporary | 4.00 |
| ASL-201 | Second-Year American Sign Language I | 4.00 |
| ASL-202 | Second-Year American Sign Language II | 4.00 |
| ASL-203 | Second-Year American Sign Language III | 4.00 |
| COMM-126 | Intro to Communication, Gender, and Sexuality | 4.00 |
| COMM-140 | Introduction to Intercultural Communication | 4.00 |
| COMM-218Z | Interpersonal Communication | 4.00 |
| COMM-219 | Small Group Discussion | 4.00 |
| ENG-107 | World Literature: Ancient Through Classical Times | 4.00 |
| ENG-108 | World Literature: Early Middle Ages through the 18th Century | 4.00 |
| ENG-109 | World Literature: The 19th through 21st Centuries | 4.00 |
| ENG-213 | U.S. Latinx Literature | 4.00 |
| ENG-240 | Native American Mythology | 4.00 |
| ENG-241 | Norse Mythology | 4.00 |
| ENG-243 | African Mythology | 4.00 |
| ENG-250 | Greek Mythology | 4.00 |
| ENG-251 | Celtic Mythology | 4.00 |
| ENG-252 | Hindu Mythology | 4.00 |
| ENG-261 | Literature of Science Fiction | 4.00 |
| ENG-271 | World Literature: Ancient Through Classical Times | 4.00 |
| ENG-272 | World Literature: Early Middle Ages through the 18th Century | 4.00 |
| ENG-273 | World Literature: the 19th Through 21st Centuries | 4.00 |
| ENG-295 | Revolutionary Film | 4.00 |
| ES-101 | Introduction to Ethnic Studies | 4.00 |
| ES-211 | Introduction to Latino/a/x Studies | 4.00 |
| ES-221 | Introduction to Black Studies | 4.00 |
| ES-231 | Introduction to Southeast Asian and South Pacific Island Diaspora Studies | 4.00 |
| ES-241 | Introduction to Native American Studies | 4.00 |

| | | |
|---|---|---|
| FR-201 | Second-Year French I | 4.00 |
| FR-202 | Second-Year French II | 4.00 |
| FR-203 | Second-Year French III | 4.00 |
| GEO-100 | Introduction to Physical Geography | 4.00 |
| GEO-110 | Cultural & Human Geography | 4.00 |
| GEO-130 | Introduction to Environmental Geography | 4.00 |
| GEO-208 | Geography of the United States & Canada | 4.00 |
| HST-101 | History of Western Civilization | 4.00 |
| HST-102 | History of Western Civilization | 4.00 |
| HST-103 | History of Western Civilization | 4.00 |
| HST-131 | History of Crime & Punishment in Western Civilization | 4.00 |
| HST-132 | History of Language and the Written Word in Western Civilization | 4.00 |
| HST-136 | History of Popular Culture, Entertainment & Sports in Western Civilization | 4.00 |
| HST-137 | History of Science, Medicine, & Technology in Western Civilization | 4.00 |
| HST-201Z | United States History I | 4.00 |
| HST-202Z | United States History II | 4.00 |
| HST-203Z | United States History III | 4.00 |
| HUM-160 | Faith & Reason | 4.00 |
| HUM-235 | Perspectives on Terrorism | 4.00 |
| MUS-206 | Music Literature: History of Rock | 4.00 |
| PHL-101 | Philosophical Problems | 4.00 |
| PHL-102 | Ethics | 4.00 |
| PHL-103 | Critical Reasoning | 4.00 |
| PHL-205 | Moral Issues | 4.00 |
| PHL-210 | Philosophy of Religion | 4.00 |
| PHL-213 | Asian Philosophy | 4.00 |
| PHL-216 | Ancient Philosophy | 4.00 |
| PS-200 | Introduction to Political Science | 4.00 |
| PSY-202Z | Introduction to Psychology II | 4.00 |

| | | |
|---|---|---|
| PSY-219 | Introduction to Psychological Disorders | 4.00 |
| PSY-231 | Introduction to Human Sexuality | 4.00 |
| R-101 | Judaism and Foundations of Religion | 4.00 |
| R-102 | Christianity and Islam | 4.00 |
| R-103 | Asian Religions | 4.00 |
| R-204 | History of Christianity | 4.00 |
| R-210 | World Religions | 4.00 |
| R-211 | History of the Old Testament | 4.00 |
| R-212 | History of the New Testament | 4.00 |
| SOC-204Z | Introduction to Sociology | 4.00 |
| SOC-205Z | Social Change and Institutions | 4.00 |
| SOC-206Z | Social Problems | 4.00 |
| SOC-207 | Social Stratification & Social Systems | 4.00 |
| SOC-210 | Marriage, Family, & Intimate Relations | 4.00 |
| SPN-201 | Second-Year Spanish I | 4.00 |
| SPN-202 | Second-Year Spanish II | 4.00 |
| SPN-203 | Second-Year Spanish III | 4.00 |
| SSC-160 | Faith & Reason | 4.00 |
| SSC-235 | Perspectives on Terrorism | 4.00 |
| WR-241 | Fiction Writing I | 4.00 |
| WR-244 | Fiction Writing II | 4.00 |
| WS-101 | Introduction to Women's Studies | 4.00 |

# Other Requirements

## Elective Courses

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

Other courses numbered 100 or above may be used in this area, which may include up to 12 credits of career technical courses

Please refer to the Elective Course List for courses that may be included

## Notes

All courses must be passed with a C or better

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

Reviewer

Comments

Key: 7

# Program Change Request

Date Submitted: 04/09/26 10:31 am

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

Last approved: 04/03/26 9:14 am

Last edit: 04/09/26 10:31 am

Changes proposed by: George Burgess (george.burgess)

Catalog Pages Using this Program

Associate of General Studies (AGS)

Change Type

## Program Contact Information

Are you the Faculty Contact Person?

Yes

### In Workflow

1. **Curriculum Office**
2. **DASC Dean**
3. **Curriculum Office**
4. Curriculum Committee Approval

### Approval Path

1. 04/13/26 8:51 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 04/24/26 1:45 pm Aundrea Snitker (aundrea.snitker): Approved for DASC Dean

### History

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

6. Jan 24, 2023 by Megan Feagles (megan.feagles)
7. Jan 25, 2023 by Megan Feagles (megan.feagles)
8. Feb 16, 2023 by Megan Feagles (megan.feagles)
9. Apr 18, 2023 by Megan Feagles (megan.feagles)
10. Jun 5, 2023 by Megan Feagles (megan.feagles)
11. Feb 16, 2024 by Megan Feagles (megan.feagles)
12. Mar 15, 2024 by Megan Feagles (megan.feagles)
13. Mar 15, 2024 by Megan Feagles (megan.feagles)
14. Mar 15, 2024 by Megan Feagles (megan.feagles)
15. Apr 5, 2024 by Megan Feagles (megan.feagles)
16. May 17, 2024 by Megan Feagles (megan.feagles)
17. Jun 7, 2024 by Megan Feagles (megan.feagles)
18. Jun 10, 2024 by Megan Feagles (megan.feagles)
19. Jan 17, 2025 by Dustin Bare (dbare)

20. Feb 7, 2025 by Megan Feagles (megan.feagles)
21. Apr 4, 2025 by Megan Feagles (megan.feagles)
22. Apr 18, 2025 by Megan Feagles (megan.feagles)
23. May 3, 2025 by Megan Feagles (megan.feagles)
24. Jun 6, 2025 by Megan Feagles (megan.feagles)
25. Feb 6, 2026 by Megan Feagles (megan.feagles)
26. Apr 3, 2026 by Megan Feagles (megan.feagles)

## Program Overview

Name of Proposed Program

Associate of General Studies

| | |
|---|---|
| Program Code | AGS.GENERAL |
| Award (CCWD) | Associate of General Studies (90-108 credits) (AGS) |
| Type of Program (CCC) | Associate of General Studies (AGS) |
| Educational Focus Area | |
| Effective Catalog Edition | 2026-2027 |
| Career Area | Arts, Information, and Communications |
| Department | Arts and Sciences |

| | |
|---|---|
| Division | Arts and Sciences |

Other locations (institutions) this Program will be offered

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

## Program Award Information

### Program Learning Outcomes (PLOs)

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

Proposed Curriculum

Complete 90 credits from the following:

# Foundational Skills

## Writing

1 course

| | | |
|---|---|---|
| WR-101 | Workplace Writing | 4.00 |
| WR-121Z | Composition I | 4.00 |
| WR-122Z | Composition II | 4.00 |
| WR-227Z | Technical Writing | 4.00 |

## Communications

1 course

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

| | | |
|---|---|---|
| COMM-219 | Small Group Discussion | 4.00 |
| COMM-227 | Nonverbal Communication | 4.00 |

### Mathematics

1 course

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

Higher Level Math or Statistics

### Health & Physical Education

1 course

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

## General Education Distribution Areas

### Arts & Letters

1 course

Course must be at least 3 credits

### Arts & Letters Course List

| | | |
|---|---|---|
| ART-101 | Art Appreciation | 3.00 |
| ART-115 | Basic Design: 2-Dimensional Design | 4.00 |
| ART-117 | Basic Design: 3-Dimensional Composition | 4.00 |
| ART-131 | Introduction to Drawing | 4.00 |
| ART-204 | History of Art/Ancient Through Medieval | 4.00 |
| ART-205 | History of Art/Romanesque Through Baroque | 4.00 |
| ART-206 | History of Art/Enlightenment Through Contemporary | 4.00 |
| ART-232 | Life Drawing (Figure Emphasis) | 4.00 |
| ART-233 | Drawing for Comics | 4.00 |

| | | |
|---|---|---|
| ART-250 | Ceramics/Beginning | 4.00 |
| ART-252 | Ceramics/Wheel-Throwing I | 4.00 |
| ART-253 | Ceramics/Intermediate | 4.00 |
| ART-255 | Ceramics/Wheel-Throwing II | 4.00 |
| ART-281 | Painting: Still Life/Beginning | 4.00 |
| ART-282 | Painting: The Figure/Beginning | 4.00 |
| ART-283 | Painting: Landscapes/Beginning | 4.00 |
| ART-284 | Painting: Still Life/Intermediate | 4.00 |
| ART-285 | Painting: The Figure/Intermediate | 4.00 |
| ART-286 | Painting: Landscapes/Intermediate | 4.00 |
| ART-291 | Sculpture | 4.00 |
| ART-292 | Sculpture (Figure Emphasis) | 4.00 |
| ART-293 | Sculpture (Metal Emphasis) | 4.00 |
| ASL-201 | Second-Year American Sign Language I | 4.00 |
| ASL-202 | Second-Year American Sign Language II | 4.00 |
| ASL-203 | Second-Year American Sign Language III | 4.00 |
| COMM-112 | Persuasive Speaking | 4.00 |
| COMM-126 | Intro to Communication, Gender, and Sexuality | 4.00 |
| COMM-140 | Introduction to Intercultural Communication | 4.00 |
| COMM-212 | Mass Media & Society | 4.00 |
| COMM-218Z | Interpersonal Communication | 4.00 |
| COMM-219 | Small Group Discussion | 4.00 |
| COMM-227 | Nonverbal Communication | 4.00 |
| ENG-104Z | Introduction to Fiction | 4.00 |
| ENG-105Z | Introduction to Drama | 4.00 |
| ENG-106Z | Introduction to Poetry | 4.00 |
| ENG-107 | World Literature: Ancient Through Classical Times | 4.00 |
| ENG-108 | World Literature: Early Middle Ages through the 18th Century | 4.00 |
| ENG-109 | World Literature: The 19th through 21st Centuries | 4.00 |

| | | |
|---|---|---|
| ENG-116 | Introduction to Literature: Comics | 4.00 |
| ENG-121 | Mystery Fiction | 4.00 |
| ENG-194 | Introduction to Film | 4.00 |
| ENG-195 | American Film | 4.00 |
| ENG-201 | Shakespeare | 4.00 |
| ENG-202 | Shakespeare | 4.00 |
| ENG-204 | British Literature: Ancient to Enlightenment | 4.00 |
| ENG-205 | British Literature: Romantic to Contemporary | 4.00 |
| ENG-213 | U.S. Latinx Literature | 4.00 |
| ENG-218 | Arthurian Literature | 4.00 |
| ENG-222 | Children's and Young Adult Literature | 4.00 |
| ENG-226 | Popular Literature | 4.00 |
| ENG-240 | Native American Mythology | 4.00 |
| ENG-241 | Norse Mythology | 4.00 |
| ENG-243 | African Mythology | 4.00 |
| ENG-250 | Greek Mythology | 4.00 |
| ENG-251 | Celtic Mythology | 4.00 |
| ENG-252 | Hindu Mythology | 4.00 |
| ENG-253 | American Literature: Pre-Columbian to Civil War | 4.00 |
| ENG-254 | American Literature: 1865 to Present | 4.00 |
| ENG-255 | American Literature: Topics in American Literature | 4.00 |
| ENG-260 | Introduction to Women Writers | 4.00 |
| ENG-261 | Literature of Science Fiction | 4.00 |
| ENG-270 | Introduction to Literary Criticism | 4.00 |
| ENG-271 | World Literature: Ancient Through Classical Times | 4.00 |
| ENG-272 | World Literature: Early Middle Ages through the 18th Century | 4.00 |
| ENG-273 | World Literature: the 19th Through 21st Centuries | 4.00 |
| ENG-295 | Revolutionary Film | 4.00 |
| ENG-296 | Adaptation: Literature Into Film | 4.00 |

| | | |
|---|---|---|
| FR-201 | Second-Year French I | 4.00 |
| FR-202 | Second-Year French II | 4.00 |
| FR-203 | Second-Year French III | 4.00 |
| HUM-160 | Faith & Reason | 4.00 |
| HUM-235 | Perspectives on Terrorism | 4.00 |
| J-211 | Mass Media & Society | 4.00 |
| J-216 | Writing for Media | 4.00 |
| MUS-105 | Music Appreciation | 3.00 |
| MUS-111 | Music Theory I | 3.00 |
| MUS-112 | Music Theory I | 3.00 |
| MUS-113 | Music Theory I | 3.00 |
| MUS-205 | Music Literature: History of Jazz | 4.00 |
| MUS-206 | Music Literature: History of Rock | 4.00 |
| MUS-211 | Music Theory II | 3.00 |
| MUS-212 | Music Theory II | 3.00 |
| MUS-213 | Music Theory II | 3.00 |
| PHL-101 | Philosophical Problems | 4.00 |
| PHL-102 | Ethics | 4.00 |
| PHL-103 | Critical Reasoning | 4.00 |
| PHL-205 | Moral Issues | 4.00 |
| PHL-210 | Philosophy of Religion | 4.00 |
| PHL-213 | Asian Philosophy | 4.00 |
| PHL-216 | Ancient Philosophy | 4.00 |
| R-101 | Judaism and Foundations of Religion | 4.00 |
| R-102 | Christianity and Islam | 4.00 |
| R-103 | Asian Religions | 4.00 |
| R-204 | History of Christianity | 4.00 |
| R-210 | World Religions | 4.00 |
| R-211 | History of the Old Testament | 4.00 |

| | | |
|---|---|---|
| R-212 | History of the New Testament | 4.00 |
| SPN-201 | Second-Year Spanish I | 4.00 |
| SPN-202 | Second-Year Spanish II | 4.00 |
| SPN-203 | Second-Year Spanish III | 4.00 |
| SSC-160 | Faith & Reason | 4.00 |
| TA-101 | Appreciation of Theatre | 4.00 |
| TA-102 | Appreciation of Theatre | 4.00 |
| TA-103 | Appreciation of Theatre | 4.00 |
| TA-111 | Fundamentals of Technical Theatre | 4.00 |
| TA-122 | Costuming II | 3.00 |
| TA-123 | Costuming III | 3.00 |
| TA-141 | Acting I | 4.00 |
| TA-142 | Acting II | 4.00 |
| TA-143 | Acting III | 4.00 |
| TA-153 | Theatre Rehearsal & Performance | 3.00 |
| WR-240 | Creative Nonfiction Writing I | 4.00 |
| WR-241 | Fiction Writing I | 4.00 |
| WR-242 | Poetry Writing I | 4.00 |
| WR-243 | Playwriting I | 4.00 |
| WR-244 | Fiction Writing II | 4.00 |
| WR-245 | Poetry Writing II | 4.00 |
| WR-246 | Publishing Literature: Reading and Revising for Publication | 4.00 |
| WR-247 | Playwriting II | 4.00 |
| WR-248 | Publishing Literature: Editing and Marketing for Publication | 4.00 |
| WR-250 | Publishing Literature: Designing and Promoting for Publication | 4.00 |
| WR-262 | Introduction to Screenwriting | 4.00 |
| WR-265 | Digital Storytelling | 4.00 |
| WR-270 | Creative Nonfiction Writing II: Food Writing | 4.00 |
| WS-101 | Introduction to Women's Studies | 4.00 |

## Social Science

1 course

Each course must be at least 3 credits

## Social Science Course List

| | | |
|---|---|---|
| ANT-101 | Biological Anthropology | 4.00 |
| ANT-102 | Archaeology & Prehistory | 4.00 |
| ANT-103 | Cultural Anthropology | 4.00 |
| ANT-232 | Native Americans of North America | 4.00 |
| CJA-101 | Criminology | 4.00 |
| CJA-201 | Juvenile Delinquency | 4.00 |
| EC-200 | Contemporary Economic Issues | 4.00 |
| EC-201Z | Principles of Microeconomics | 4.00 |
| EC-202Z | Principles of Macroeconomics | 4.00 |
| ES-101 | Introduction to Ethnic Studies | 4.00 |
| ES-211 | Introduction to Latino/a/x Studies | 4.00 |
| ES-221 | Introduction to Black Studies | 4.00 |
| ES-231 | Introduction to Southeast Asian and South Pacific Island Diaspora Studies | 4.00 |
| ES-241 | Introduction to Native American Studies | 4.00 |
| GEO-100 | Introduction to Physical Geography | 4.00 |
| GEO-110 | Cultural & Human Geography | 4.00 |
| GEO-130 | Introduction to Environmental Geography | 4.00 |
| GEO-208 | Geography of the United States & Canada | 4.00 |
| HST-101 | History of Western Civilization | 4.00 |
| HST-102 | History of Western Civilization | 4.00 |
| HST-103 | History of Western Civilization | 4.00 |
| HST-131 | History of Crime & Punishment in Western Civilization | 4.00 |
| HST-132 | History of Language and the Written Word in Western Civilization | 4.00 |
| HST-136 | History of Popular Culture, Entertainment & Sports in Western Civilization | 4.00 |

| | | |
|---|---|---|
| HST-137 | History of Science, Medicine, & Technology in Western Civilization | 4.00 |
| HST-201Z | United States History I | 4.00 |
| HST-202Z | United States History II | 4.00 |
| HST-203Z | United States History III | 4.00 |
| HUM-160 | Faith & Reason | 4.00 |
| PS-200 | Introduction to Political Science | 4.00 |
| PS-201 | American Government and Politics | 4.00 |
| PS-203 | State and Local Governments | 4.00 |
| PS-204 | Introduction to Comparative Politics | 4.00 |
| PS-205 | International Relations | 4.00 |
| PS-225 | Introduction to Political Ideologies | 4.00 |
| PS-297 | Introduction to Environmental Politics | 4.00 |
| PSY-201Z | Introduction to Psychology I | 4.00 |
| PSY-202Z | Introduction to Psychology II | 4.00 |
| PSY-215 | Introduction to Developmental Psychology | 4.00 |
| PSY-219 | Introduction to Psychological Disorders | 4.00 |
| PSY-231 | Introduction to Human Sexuality | 4.00 |
| SOC-204Z | Introduction to Sociology | 4.00 |
| SOC-205Z | Social Change and Institutions | 4.00 |
| SOC-206Z | Social Problems | 4.00 |
| SOC-207 | Social Stratification & Social Systems | 4.00 |
| SOC-210 | Marriage, Family, & Intimate Relations | 4.00 |
| SSC-160 | Faith & Reason | 4.00 |
| SSC-235 | Perspectives on Terrorism | 4.00 |
| WS-101 | Introduction to Women's Studies | 4.00 |

## Science/Math/Computer Science

1 course

Each course must be at least 3 credits

## Science/Math/Computer Science Course List

| | | |
|---|---|---|
| ASC-175 | Integrated Science Inquiry | 4.00 |
| ASC-176 | Integrated Science Inquiry | 4.00 |
| ASC-177 | Integrated Science Inquiry | 4.00 |
| BI-101 | General Biology; Cellular Biology | 4.00 |
| BI-102 | General Biology; Animal Systems | 4.00 |
| BI-103 | General Biology; Plants & The Ecosystem | 4.00 |
| BI-112 | General Biology for Health Sciences | 4.00 |
| BI-160 | Bird Identification & Taxonomy | 3.00 |
| BI-160L | Bird Identification & Taxonomy with Lab | 4.00 |
| BI-165C | Natural History of the Oregon Coast | 3.00 |
| BI-165CL | Natural History of the Oregon Coast with Lab | 4.00 |
| BI-165D | Natural History of the Western Deserts | 4.00 |
| BI-175 | Integrated Science Inquiry | 4.00 |
| BI-176 | Integrated Science Inquiry | 4.00 |
| BI-177 | Integrated Science Inquiry | 4.00 |
| BI-204 | Elementary Microbiology | 4.00 |
| BI-215 | General Zoology | 4.00 |
| BI-216 | General Zoology | 4.00 |
| BI-217 | General Zoology | 4.00 |
| BI-221Z | Principles of Biology: Cells | 5.00 |
| BI-222Z | Principles of Biology: Organisms | 5.00 |
| BI-223Z | Principles of Biology: Ecology and Evolution | 5.00 |
| BI-231Z | Human Anatomy and Physiology I | 4.00 |
| BI-232Z | Human Anatomy and Physiology II | 4.00 |
| BI-233Z | Human Anatomy and Physiology III | 4.00 |
| BI-234 | Introductory Microbiology | 4.00 |
| CH-104Z & CH-124Z | Introduction to Chemistry and Introduction to Chemistry Lab | 5.00 |

| | | |
|---|---|---|
| CH-105<br>& CH-125 | Introduction to Chemistry II<br>and Course CH-125 Not Found | 5.00 |
| CH-106<br>& CH-126 | Introduction to Chemistry III<br>and Course CH-126 Not Found | 5.00 |
| CH-112Z | Chemistry for Health Professions | 4.00 |
| CH-114 | Chemistry in Art | 4.00 |
| CH-221Z<br>& CH-227Z | General Chemistry I<br>and General Chemistry I Laboratory | 5.00 |
| CH-222Z<br>& CH-228Z | General Chemistry II<br>and General Chemistry II Laboratory | 5.00 |
| CH-223Z<br>& CH-229Z | General Chemistry III<br>and General Chemistry III Laboratory | 5.00 |
| ESR-171 | Introduction to Environmental Science | 4.00 |
| ESR-172 | Introduction to Climate Change | 4.00 |
| ESR-173 | Introduction to Sustainability | 4.00 |
| G-101 | General Geology | 4.00 |
| G-102 | General Geology | 4.00 |
| G-103 | General Geology | 4.00 |
| G-148 | Volcanoes & Earthquakes | 4.00 |
| G-201 | General Geology | 4.00 |
| G-202 | General Geology | 4.00 |
| G-203 | General Geology | 4.00 |
| GS-104 | Earth System Science | 4.00 |
| GS-105 | Earth System Science | 4.00 |
| GS-106 | Earth System Science | 4.00 |
| GS-107 | Astronomy | 4.00 |
| MTH-105Z | Math in Society | 4.00 |
| MTH-108 | Data Science Explorations | 4.00 |
| MTH-111Z | Precalculus I: Functions | 4.00 |
| MTH-112Z | Precalculus II: Trigonometry | 4.00 |

| | | |
|---|---|---|
| MTH-211 | Fundamentals of Elementary Math I | 4.00 |
| MTH-212 | Fundamentals of Elementary Math II | 4.00 |
| MTH-213 | Fundamentals of Elementary Math III | 4.00 |
| MTH-244 | Statistics II | 4.00 |
| MTH-251Z | Differential Calculus | 4.00 |
| MTH-252Z | Integral Calculus | 4.00 |
| MTH-253Z | Calculus: Sequences and Series | 4.00 |
| MTH-254 | Vector Calculus | 5.00 |
| MTH-256 | Differential Equations | 4.00 |
| MTH-261 | Linear Algebra | 4.00 |
| PH-121 | Astronomy | 4.00 |
| PH-122 | General Astronomy | 4.00 |
| PH-123 | General Astronomy | 4.00 |
| PH-201 | General Physics | 5.00 |
| PH-202 | General Physics | 5.00 |
| PH-203 | General Physics | 5.00 |
| PH-211 | General Physics With Calculus | 5.00 |
| PH-212 | General Physics With Calculus | 5.00 |
| PH-213 | General Physics With Calculus | 5.00 |
| STAT-243Z | Elementary Statistics I | 4.00 |
| Z-201 | General Zoology | 4.00 |
| Z-202 | General Zoology | 4.00 |
| Z-203 | General Zoology | 4.00 |

# Other Requirements

## Other College-level Courses

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

## Notes

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

Reviewer

Comments

Key: 8

# Program Change Request

Date Submitted: 04/09/26 10:26 am

## Viewing: AS.TBUSINESS : Business (AST)

Last approved: 04/03/26 9:15 am

Last edit: 04/09/26 10:26 am

Changes proposed by: George Burgess (george.burgess)

Catalog Pages Using this Program

Business (AST)

Change Type

## Program Contact Information

Are you the Faculty Contact Person?

No

### In Workflow

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

### Approval Path

1. 04/13/26 8:51 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 04/13/26 10:17 am Beverly Forney (beverlyf): Approved for BTBA Chair
3. 04/24/26 1:47 pm Aundrea Snitker (aundrea.snitker): Approved for DASC Dean

### History

1. Oct 6, 2022 by clmig-kxayasene
2. Jan 24, 2023 by Megan Feagles (megan.feagles)
3. Jan 25, 2023 by Megan Feagles (megan.feagles)

4. Apr 18, 2023 by Megan Feagles (megan.feagles)
5. Feb 16, 2024 by Megan Feagles (megan.feagles)
6. Mar 11, 2024 by Megan Feagles (megan.feagles)
7. Mar 15, 2024 by Megan Feagles (megan.feagles)
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15. Apr 18, 2025 by Megan Feagles (megan.feagles)
16. May 3, 2025 by Megan Feagles (megan.feagles)
17. Jun 6, 2025 by Beverly Forney

(beverlyf)
18. Feb 6, 2026 by Megan Feagles (megan.feagles)
19. Apr 3, 2026 by Megan Feagles (megan.feagles)

Faculty Contact Email

beverlyf@clackamas.edu

## Program Overview

Name of Proposed Program

Business (AST)

| | |
|---|---|
| Program Code | AS.TBUSINESS |

Award (CCWD)

Associate of Science (90-108 credits) (AS)

| | |
|---|---|
| Type of Program (CCC) | Associate of Science (AS) |
| Educational Focus Area | Business |
| Effective Catalog Edition | 2026-2027 |
| Career Area | Business and Management |
| Department | Business |
| Division | Arts and Sciences |

Other locations (institutions) this Program will be offered

| | |
|---|---|
| CIP Code | 52.0101 - Business/Commerce, General. |

## Program Award Information

### Program Learning Outcomes (PLOs)

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

| | Outcome(s) |
|---|---|
| 1 | explain basic business functions and their integration into the business environment; |
| 2 | integrate diverse cultural perspectives and ethical reasoning and actions into business decisions; |
| 3 | demonstrate effective oral and written communication skills; |
| 4 | apply critical thinking and analytical reasoning skills to business decisions. |

Proposed Curriculum

Complete 90 credits from the following:

# Foundational Skills

## Writing

2 courses

Information literacy will be included in the Writing requirement

| | | |
|---|---|---|
| WR-121Z | Composition I | 4.00 |
| WR-227Z | Technical Writing | 4.00 |

## Communications

1 course

| | | |
|---|---|---|
| COMM-111Z | Public Speaking | 4.00 |

## Mathematics

1 course

| | | |
|---|---|---|
| **EOU, PSU, SOU, or WOU** | | |
| MTH-105Z | Math in Society (or higher) | 4.00 |
| **UO, OIT, or OSU** | | |
| MTH-111Z | Precalculus I: Functions | 4.00 |

# General Education Distribution Areas

## Arts & Letters

2 courses

Each course must be at least 3 credits

## Arts & Letters Course List

| | | |
|---|---|---|
| ART-101 | Art Appreciation | 3.00 |
| ART-115 | Basic Design: 2-Dimensional Design | 4.00 |
| ART-117 | Basic Design: 3-Dimensional Composition | 4.00 |
| ART-131 | Introduction to Drawing | 4.00 |
| ART-204 | History of Art/Ancient Through Medieval | 4.00 |
| ART-205 | History of Art/Romanesque Through Baroque | 4.00 |
| ART-206 | History of Art/Enlightenment Through Contemporary | 4.00 |
| ART-232 | Life Drawing (Figure Emphasis) | 4.00 |
| ART-233 | Drawing for Comics | 4.00 |
| ART-250 | Ceramics/Beginning | 4.00 |
| ART-252 | Ceramics/Wheel-Throwing I | 4.00 |
| ART-253 | Ceramics/Intermediate | 4.00 |
| ART-255 | Ceramics/Wheel-Throwing II | 4.00 |
| ART-281 | Painting: Still Life/Beginning | 4.00 |
| ART-282 | Painting: The Figure/Beginning | 4.00 |
| ART-283 | Painting: Landscapes/Beginning | 4.00 |
| ART-284 | Painting: Still Life/Intermediate | 4.00 |
| ART-285 | Painting: The Figure/Intermediate | 4.00 |
| ART-286 | Painting: Landscapes/Intermediate | 4.00 |
| ART-291 | Sculpture | 4.00 |
| ART-292 | Sculpture (Figure Emphasis) | 4.00 |
| ART-293 | Sculpture (Metal Emphasis) | 4.00 |
| ASL-201 | Second-Year American Sign Language I | 4.00 |
| ASL-202 | Second-Year American Sign Language II | 4.00 |
| ASL-203 | Second-Year American Sign Language III | 4.00 |
| COMM-112 | Persuasive Speaking | 4.00 |

| | | |
|---|---|---|
| COMM-126 | Intro to Communication, Gender, and Sexuality | 4.00 |
| COMM-140 | Introduction to Intercultural Communication | 4.00 |
| COMM-212 | Mass Media & Society | 4.00 |
| COMM-218Z | Interpersonal Communication | 4.00 |
| COMM-219 | Small Group Discussion | 4.00 |
| COMM-227 | Nonverbal Communication | 4.00 |
| ENG-104Z | Introduction to Fiction | 4.00 |
| ENG-105Z | Introduction to Drama | 4.00 |
| ENG-106Z | Introduction to Poetry | 4.00 |
| ENG-107 | World Literature: Ancient Through Classical Times | 4.00 |
| ENG-108 | World Literature: Early Middle Ages through the 18th Century | 4.00 |
| ENG-109 | World Literature: The 19th through 21st Centuries | 4.00 |
| ENG-116 | Introduction to Literature: Comics | 4.00 |
| ENG-121 | Mystery Fiction | 4.00 |
| ENG-194 | Introduction to Film | 4.00 |
| ENG-195 | American Film | 4.00 |
| ENG-201 | Shakespeare | 4.00 |
| ENG-202 | Shakespeare | 4.00 |
| ENG-204 | British Literature: Ancient to Enlightenment | 4.00 |
| ENG-205 | British Literature: Romantic to Contemporary | 4.00 |
| ENG-213 | U.S. Latinx Literature | 4.00 |
| ENG-218 | Arthurian Literature | 4.00 |
| ENG-222 | Children's and Young Adult Literature | 4.00 |
| ENG-226 | Popular Literature | 4.00 |
| ENG-240 | Native American Mythology | 4.00 |
| ENG-241 | Norse Mythology | 4.00 |
| ENG-243 | African Mythology | 4.00 |
| ENG-250 | Greek Mythology | 4.00 |
| ENG-251 | Celtic Mythology | 4.00 |

| | | |
|---|---|---|
| ENG-252 | Hindu Mythology | 4.00 |
| ENG-253 | American Literature: Pre-Columbian to Civil War | 4.00 |
| ENG-254 | American Literature: 1865 to Present | 4.00 |
| ENG-255 | American Literature: Topics in American Literature | 4.00 |
| ENG-260 | Introduction to Women Writers | 4.00 |
| ENG-261 | Literature of Science Fiction | 4.00 |
| ENG-270 | Introduction to Literary Criticism | 4.00 |
| ENG-271 | World Literature: Ancient Through Classical Times | 4.00 |
| ENG-272 | World Literature: Early Middle Ages through the 18th Century | 4.00 |
| ENG-273 | World Literature: the 19th Through 21st Centuries | 4.00 |
| ENG-295 | Revolutionary Film | 4.00 |
| ENG-296 | Adaptation: Literature Into Film | 4.00 |
| FR-201 | Second-Year French I | 4.00 |
| FR-202 | Second-Year French II | 4.00 |
| FR-203 | Second-Year French III | 4.00 |
| HUM-160 | Faith & Reason | 4.00 |
| HUM-235 | Perspectives on Terrorism | 4.00 |
| J-211 | Mass Media & Society | 4.00 |
| J-216 | Writing for Media | 4.00 |
| MUS-105 | Music Appreciation | 3.00 |
| MUS-111 | Music Theory I | 3.00 |
| MUS-112 | Music Theory I | 3.00 |
| MUS-113 | Music Theory I | 3.00 |
| MUS-205 | Music Literature: History of Jazz | 4.00 |
| MUS-206 | Music Literature: History of Rock | 4.00 |
| MUS-211 | Music Theory II | 3.00 |
| MUS-212 | Music Theory II | 3.00 |
| MUS-213 | Music Theory II | 3.00 |
| PHL-101 | Philosophical Problems | 4.00 |

| | | |
|---|---|---|
| PHL-102 | Ethics | 4.00 |
| PHL-103 | Critical Reasoning | 4.00 |
| PHL-205 | Moral Issues | 4.00 |
| PHL-210 | Philosophy of Religion | 4.00 |
| PHL-213 | Asian Philosophy | 4.00 |
| PHL-216 | Ancient Philosophy | 4.00 |
| R-101 | Judaism and Foundations of Religion | 4.00 |
| R-102 | Christianity and Islam | 4.00 |
| R-103 | Asian Religions | 4.00 |
| R-204 | History of Christianity | 4.00 |
| R-210 | World Religions | 4.00 |
| R-211 | History of the Old Testament | 4.00 |
| R-212 | History of the New Testament | 4.00 |
| SPN-201 | Second-Year Spanish I | 4.00 |
| SPN-202 | Second-Year Spanish II | 4.00 |
| SPN-203 | Second-Year Spanish III | 4.00 |
| SSC-160 | Faith & Reason | 4.00 |
| TA-101 | Appreciation of Theatre | 4.00 |
| TA-102 | Appreciation of Theatre | 4.00 |
| TA-103 | Appreciation of Theatre | 4.00 |
| TA-111 | Fundamentals of Technical Theatre | 4.00 |
| TA-122 | Costuming II | 3.00 |
| TA-123 | Costuming III | 3.00 |
| TA-141 | Acting I | 4.00 |
| TA-142 | Acting II | 4.00 |
| TA-143 | Acting III | 4.00 |
| TA-153 | Theatre Rehearsal & Performance | 3.00 |
| WR-240 | Creative Nonfiction Writing I | 4.00 |
| WR-241 | Fiction Writing I | 4.00 |

| | | |
|---|---|---|
| WR-242 | Poetry Writing I | 4.00 |
| WR-243 | Playwriting I | 4.00 |
| WR-244 | Fiction Writing II | 4.00 |
| WR-245 | Poetry Writing II | 4.00 |
| WR-246 | Publishing Literature: Reading and Revising for Publication | 4.00 |
| WR-247 | Playwriting II | 4.00 |
| WR-248 | Publishing Literature: Editing and Marketing for Publication | 4.00 |
| WR-250 | Publishing Literature: Designing and Promoting for Publication | 4.00 |
| WR-262 | Introduction to Screenwriting | 4.00 |
| WR-265 | Digital Storytelling | 4.00 |
| WR-270 | Creative Nonfiction Writing II: Food Writing | 4.00 |
| WS-101 | Introduction to Women's Studies | 4.00 |

## Social Science

2 courses

Each course must be at least 3 credits

## Social Science Course List

| | | |
|---|---|---|
| EC-201Z | Principles of Microeconomics | 4.00 |
| EC-202Z | Principles of Macroeconomics | 4.00 |

## Natural Science

2 lab science courses

Each course must be at least 4 credits

## Natural Science Course List

| | | |
|---|---|---|
| ASC-175 | Integrated Science Inquiry | 4.00 |
| ASC-176 | Integrated Science Inquiry | 4.00 |
| ASC-177 | Integrated Science Inquiry | 4.00 |
| BI-101 | General Biology; Cellular Biology | 4.00 |
| BI-102 | General Biology; Animal Systems | 4.00 |
| BI-103 | General Biology; Plants & The Ecosystem | 4.00 |

| | | |
|---|---|---|
| BI-112 | General Biology for Health Sciences | 4.00 |
| BI-160L | Bird Identification & Taxonomy with Lab | 4.00 |
| BI-165CL | Natural History of the Oregon Coast with Lab | 4.00 |
| BI-165D | Natural History of the Western Deserts | 4.00 |
| BI-175 | Integrated Science Inquiry | 4.00 |
| BI-176 | Integrated Science Inquiry | 4.00 |
| BI-177 | Integrated Science Inquiry | 4.00 |
| BI-204 | Elementary Microbiology | 4.00 |
| BI-215 | General Zoology | 4.00 |
| BI-216 | General Zoology | 4.00 |
| BI-217 | General Zoology | 4.00 |
| BI-221Z | Principles of Biology: Cells | 5.00 |
| BI-222Z | Principles of Biology: Organisms | 5.00 |
| BI-223Z | Principles of Biology: Ecology and Evolution | 5.00 |
| BI-231Z | Human Anatomy and Physiology I | 4.00 |
| BI-232Z | Human Anatomy and Physiology II | 4.00 |
| BI-233Z | Human Anatomy and Physiology III | 4.00 |
| BI-234 | Introductory Microbiology | 4.00 |
| CH-104Z<br>& CH-124Z | Introduction to Chemistry<br>and Introduction to Chemistry Lab | 5.00 |
| CH-105<br>& CH-125 | Introduction to Chemistry II<br>and Course CH-125 Not Found | 5.00 |
| CH-106<br>& CH-126 | Introduction to Chemistry III<br>and Course CH-126 Not Found | 5.00 |
| CH-114 | Chemistry in Art | 4.00 |
| CH-221Z<br>& CH-227Z | General Chemistry I<br>and General Chemistry I Laboratory | 5.00 |
| CH-222Z<br>& CH-228Z | General Chemistry II<br>and General Chemistry II Laboratory | 5.00 |

| | | |
|---|---|---|
| CH-223Z & CH-229Z | General Chemistry III and General Chemistry III Laboratory | 5.00 |
| ESR-171 | Introduction to Environmental Science | 4.00 |
| ESR-172 | Introduction to Climate Change | 4.00 |
| ESR-173 | Introduction to Sustainability | 4.00 |
| G-101 | General Geology | 4.00 |
| G-102 | General Geology | 4.00 |
| G-103 | General Geology | 4.00 |
| G-148 | Volcanoes & Earthquakes | 4.00 |
| G-201 | General Geology | 4.00 |
| G-202 | General Geology | 4.00 |
| G-203 | General Geology | 4.00 |
| GS-104 | Earth System Science | 4.00 |
| GS-105 | Earth System Science | 4.00 |
| GS-106 | Earth System Science | 4.00 |
| GS-107 | Astronomy | 4.00 |
| PH-121 | Astronomy | 4.00 |
| PH-122 | General Astronomy | 4.00 |
| PH-123 | General Astronomy | 4.00 |
| PH-201 | General Physics | 5.00 |
| PH-202 | General Physics | 5.00 |
| PH-203 | General Physics | 5.00 |
| PH-211 | General Physics With Calculus | 5.00 |
| PH-212 | General Physics With Calculus | 5.00 |
| PH-213 | General Physics With Calculus | 5.00 |
| Z-201 | General Zoology | 4.00 |
| Z-202 | General Zoology | 4.00 |
| Z-203 | General Zoology | 4.00 |

## Cultural Literacy

1 course

## Cultural Literacy Course List

| | | |
|---|---|---|
| ANT-102 | Archaeology & Prehistory | 4.00 |
| ANT-103 | Cultural Anthropology | 4.00 |
| ANT-232 | Native Americans of North America | 4.00 |
| ART-204 | History of Art/Ancient Through Medieval | 4.00 |
| ART-205 | History of Art/Romanesque Through Baroque | 4.00 |
| ART-206 | History of Art/Enlightenment Through Contemporary | 4.00 |
| ASL-201 | Second-Year American Sign Language I | 4.00 |
| ASL-202 | Second-Year American Sign Language II | 4.00 |
| ASL-203 | Second-Year American Sign Language III | 4.00 |
| COMM-126 | Intro to Communication, Gender, and Sexuality | 4.00 |
| COMM-140 | Introduction to Intercultural Communication | 4.00 |
| COMM-218Z | Interpersonal Communication | 4.00 |
| COMM-219 | Small Group Discussion | 4.00 |
| ENG-107 | World Literature: Ancient Through Classical Times | 4.00 |
| ENG-108 | World Literature: Early Middle Ages through the 18th Century | 4.00 |
| ENG-109 | World Literature: The 19th through 21st Centuries | 4.00 |
| ENG-213 | U.S. Latinx Literature | 4.00 |
| ENG-240 | Native American Mythology | 4.00 |
| ENG-241 | Norse Mythology | 4.00 |
| ENG-243 | African Mythology | 4.00 |
| ENG-250 | Greek Mythology | 4.00 |
| ENG-251 | Celtic Mythology | 4.00 |
| ENG-252 | Hindu Mythology | 4.00 |
| ENG-261 | Literature of Science Fiction | 4.00 |
| ENG-271 | World Literature: Ancient Through Classical Times | 4.00 |
| ENG-272 | World Literature: Early Middle Ages through the 18th Century | 4.00 |

| | | |
|---|---|---|
| ENG-273 | World Literature: the 19th Through 21st Centuries | 4.00 |
| ENG-295 | Revolutionary Film | 4.00 |
| ES-101 | Introduction to Ethnic Studies | 4.00 |
| ES-211 | Introduction to Latino/a/x Studies | 4.00 |
| ES-221 | Introduction to Black Studies | 4.00 |
| ES-231 | Introduction to Southeast Asian and South Pacific Island Diaspora Studies | 4.00 |
| ES-241 | Introduction to Native American Studies | 4.00 |
| FR-201 | Second-Year French I | 4.00 |
| FR-202 | Second-Year French II | 4.00 |
| FR-203 | Second-Year French III | 4.00 |
| GEO-100 | Introduction to Physical Geography | 4.00 |
| GEO-110 | Cultural & Human Geography | 4.00 |
| GEO-130 | Introduction to Environmental Geography | 4.00 |
| GEO-208 | Geography of the United States & Canada | 4.00 |
| HST-101 | History of Western Civilization | 4.00 |
| HST-102 | History of Western Civilization | 4.00 |
| HST-103 | History of Western Civilization | 4.00 |
| HST-131 | History of Crime & Punishment in Western Civilization | 4.00 |
| HST-132 | History of Language and the Written Word in Western Civilization | 4.00 |
| HST-136 | History of Popular Culture, Entertainment & Sports in Western Civilization | 4.00 |
| HST-137 | History of Science, Medicine, & Technology in Western Civilization | 4.00 |
| HST-201Z | United States History I | 4.00 |
| HST-202Z | United States History II | 4.00 |
| HST-203Z | United States History III | 4.00 |
| HUM-160 | Faith & Reason | 4.00 |
| HUM-235 | Perspectives on Terrorism | 4.00 |
| MUS-206 | Music Literature: History of Rock | 4.00 |
| PHL-101 | Philosophical Problems | 4.00 |
| PHL-102 | Ethics | 4.00 |

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

# Other Requirements

## Business Specific Requirements

6 courses

## Business Specific Requirements Course List

| | | |
|---|---|---|
| BA-101Z | Introduction to Business | 4.00 |
| BA-169Z | Data Analysis Using Microsoft Excel | 4.00 |
| BA-211Z | Principles of Financial Accounting | 4.00 |
| BA-213Z | Principles of Managerial Accounting | 4.00 |
| BA-226Z | Introduction to Business Law | 4.00 |
| STAT-243Z | Elementary Statistics I | 4.00 |

## Elective Courses

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

Other courses numbered 100 or above may be used in this area, which may include up to 12 credits of career technical courses

Please refer to the Elective Course List for courses that may be included

Up to 3 credits of PE courses

## Notes

All courses must be passed with a C or better

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

Reviewer

Comments

# Program Change Request

Date Submitted: 04/09/26 10:24 am

## Viewing: AS.TCOMPSCIESWO, AS.TCOMPSCIOSPSUO : Computer Science (AST)

Last approved: 04/03/26 9:15 am

Last edit: 04/09/26 10:24 am

Changes proposed by: George Burgess (george.burgess)

Catalog Pages Using this Program

Computer Science (AST)

Change Type

## Program Contact Information

Are you the Faculty Contact Person?

No

### In Workflow

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

### Approval Path

1. 04/13/26 8:51 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 04/13/26 10:16 am Beverly Forney (beverlyf): Approved for CPSI Chair
3. 04/24/26 1:48 pm Aundrea Snitker (aundrea.snitker): Approved for DASC Dean

### History

1. Feb 16, 2023 by Megan Feagles (megan.feagles)
2. Feb 16, 2023 by Megan Feagles (megan.feagles)
3. Feb 16, 2023 by Megan Feagles (megan.feagles)

4. Feb 16, 2023 by Megan Feagles (megan.feagles)
5. Feb 16, 2023 by Megan Feagles (megan.feagles)
6. Feb 17, 2023 by Megan Feagles (megan.feagles)
7. Feb 22, 2023 by Megan Feagles (megan.feagles)
8. Feb 22, 2023 by Megan Feagles (megan.feagles)
9. Mar 24, 2023 by Megan Feagles (megan.feagles)
10. Apr 18, 2023 by Megan Feagles (megan.feagles)
11. Jun 20, 2023 by Megan Feagles (megan.feagles)
12. Jun 20, 2023 by Megan Feagles (megan.feagles)
13. Jun 20, 2023 by Megan Feagles (megan.feagles)
14. Jun 20, 2023 by Megan Feagles (megan.feagles)
15. Feb 16, 2024 by Megan Feagles (megan.feagles)
16. Mar 11, 2024 by Megan Feagles (megan.feagles)
17. Mar 11, 2024 by Megan Feagles

(megan.feagles)
18. Mar 15, 2024 by Megan Feagles (megan.feagles)
19. Mar 15, 2024 by Megan Feagles (megan.feagles)
20. Apr 5, 2024 by Megan Feagles (megan.feagles)
21. May 17, 2024 by Megan Feagles (megan.feagles)
22. Jun 7, 2024 by Megan Feagles (megan.feagles)
23. Jun 10, 2024 by Megan Feagles (megan.feagles)
24. Oct 18, 2024 by Jennifer Miller (jen.miller)
25. Jan 17, 2025 by Megan Feagles (megan.feagles)
26. Feb 7, 2025 by Megan Feagles (megan.feagles)
27. Apr 4, 2025 by Megan Feagles (megan.feagles)
28. Apr 18, 2025 by Megan Feagles (megan.feagles)
29. May 3, 2025 by Megan Feagles (megan.feagles)
30. Jun 6, 2025 by Megan Feagles (megan.feagles)

31. Feb 6, 2026 by Megan Feagles (megan.feagles)
32. Apr 3, 2026 by Megan Feagles (megan.feagles)

Faculty Contact Email

beverlyf@clackamas.edu

## Program Overview

Name of Proposed Program

Computer Science (AST)

| | |
|---|---|
| Program Code | AS.TCOMPSCIESWO, AS.TCOMPSCIOSPSUO |

Award (CCWD)

Associate of Science (90-108 credits) (AS)

| | |
|---|---|
| Type of Program (CCC) | Associate of Science (AS) |
| Educational Focus Area | Science, Technology, Engineering and Math (STEM) |
| Effective Catalog Edition | 2026-2027 |
| Career Area | Industrial and Engineering Systems |
| Department | Computer Science |
| Division | Arts and Sciences |

Other locations (institutions) this Program will be offered

| | |
|---|---|
| CIP Code | 11.0701 - Computer Science. |

## Program Award Information

### Program Learning Outcomes (PLOs)

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

| | Outcome(s) |
|---|---|
| 1 | develop software using both structured and object-oriented paradigms that meets the requirements of a written specification; |
| 2 | explain the software development lifecycle and the specific tools and processes used to create software; |
| 3 | design, analyze, and implement algorithms to solve computational problems using various data structures as problem-solving tools. These data structures must include arrays, stacks, queues, linked lists, trees, and hash tables. |

Proposed Curriculum

Complete 90 credits from the following:

# Foundational Skills

## Writing

2 courses

Information literacy will be included in the Writing requirement

| | | |
|---|---|---|
| **EOU, SOU, or WOU** | | |
| WR-121Z | Composition I | 4.00 |
| WR-122Z | Composition II | 4.00 |
| **OSU, PSU, or UO** | | |
| WR-121Z | Composition I | 4.00 |
| WR-227Z | Technical Writing | 4.00 |

## Communications

1 course

| | | |
|---|---|---|
| COMM-111Z | Public Speaking | 4.00 |

## Mathematics

2-4 courses

| | | |
|---|---|---|
| **EOU, SOU, or WOU** | | |
| MTH-251Z | Differential Calculus | 4.00 |

| | | |
|---|---|---|
| MTH-252Z | Integral Calculus | 4.00 |
| **OSU, PSU, or UO** | | |
| MTH-251Z | Differential Calculus | 4.00 |
| MTH-252Z | Integral Calculus | 4.00 |
| CS-250 | Discrete Structures I | 4.00 |
| CS-251 | Discrete Structures II | 4.00 |

# General Education Distribution Areas

## Arts & Letters

2 courses

Each course must be at least 3 credits

## Arts & Letters Course List

| | | |
|---|---|---|
| ART-101 | Art Appreciation | 3.00 |
| ART-115 | Basic Design: 2-Dimensional Design | 4.00 |
| ART-117 | Basic Design: 3-Dimensional Composition | 4.00 |
| ART-131 | Introduction to Drawing | 4.00 |
| ART-204 | History of Art/Ancient Through Medieval | 4.00 |
| ART-205 | History of Art/Romanesque Through Baroque | 4.00 |
| ART-206 | History of Art/Enlightenment Through Contemporary | 4.00 |
| ART-232 | Life Drawing (Figure Emphasis) | 4.00 |
| ART-233 | Drawing for Comics | 4.00 |
| ART-250 | Ceramics/Beginning | 4.00 |
| ART-252 | Ceramics/Wheel-Throwing I | 4.00 |
| ART-253 | Ceramics/Intermediate | 4.00 |
| ART-255 | Ceramics/Wheel-Throwing II | 4.00 |
| ART-281 | Painting: Still Life/Beginning | 4.00 |
| ART-282 | Painting: The Figure/Beginning | 4.00 |
| ART-283 | Painting: Landscapes/Beginning | 4.00 |

| | | |
|---|---|---|
| ART-284 | Painting: Still Life/Intermediate | 4.00 |
| ART-285 | Painting: The Figure/Intermediate | 4.00 |
| ART-286 | Painting: Landscapes/Intermediate | 4.00 |
| ART-291 | Sculpture | 4.00 |
| ART-292 | Sculpture (Figure Emphasis) | 4.00 |
| ART-293 | Sculpture (Metal Emphasis) | 4.00 |
| ASL-201 | Second-Year American Sign Language I | 4.00 |
| ASL-202 | Second-Year American Sign Language II | 4.00 |
| ASL-203 | Second-Year American Sign Language III | 4.00 |
| COMM-112 | Persuasive Speaking | 4.00 |
| COMM-126 | Intro to Communication, Gender, and Sexuality | 4.00 |
| COMM-140 | Introduction to Intercultural Communication | 4.00 |
| COMM-212 | Mass Media & Society | 4.00 |
| COMM-218Z | Interpersonal Communication | 4.00 |
| COMM-219 | Small Group Discussion | 4.00 |
| COMM-227 | Nonverbal Communication | 4.00 |
| ENG-104Z | Introduction to Fiction | 4.00 |
| ENG-105Z | Introduction to Drama | 4.00 |
| ENG-106Z | Introduction to Poetry | 4.00 |
| ENG-107 | World Literature: Ancient Through Classical Times | 4.00 |
| ENG-108 | World Literature: Early Middle Ages through the 18th Century | 4.00 |
| ENG-109 | World Literature: The 19th through 21st Centuries | 4.00 |
| ENG-116 | Introduction to Literature: Comics | 4.00 |
| ENG-121 | Mystery Fiction | 4.00 |
| ENG-194 | Introduction to Film | 4.00 |
| ENG-195 | American Film | 4.00 |
| ENG-201 | Shakespeare | 4.00 |
| ENG-202 | Shakespeare | 4.00 |
| ENG-204 | British Literature: Ancient to Enlightenment | 4.00 |

| | | |
|---|---|---|
| ENG-205 | British Literature: Romantic to Contemporary | 4.00 |
| ENG-213 | U.S. Latinx Literature | 4.00 |
| ENG-218 | Arthurian Literature | 4.00 |
| ENG-222 | Children's and Young Adult Literature | 4.00 |
| ENG-226 | Popular Literature | 4.00 |
| ENG-240 | Native American Mythology | 4.00 |
| ENG-241 | Norse Mythology | 4.00 |
| ENG-243 | African Mythology | 4.00 |
| ENG-250 | Greek Mythology | 4.00 |
| ENG-251 | Celtic Mythology | 4.00 |
| ENG-252 | Hindu Mythology | 4.00 |
| ENG-253 | American Literature: Pre-Columbian to Civil War | 4.00 |
| ENG-254 | American Literature: 1865 to Present | 4.00 |
| ENG-255 | American Literature: Topics in American Literature | 4.00 |
| ENG-260 | Introduction to Women Writers | 4.00 |
| ENG-261 | Literature of Science Fiction | 4.00 |
| ENG-270 | Introduction to Literary Criticism | 4.00 |
| ENG-271 | World Literature: Ancient Through Classical Times | 4.00 |
| ENG-272 | World Literature: Early Middle Ages through the 18th Century | 4.00 |
| ENG-273 | World Literature: the 19th Through 21st Centuries | 4.00 |
| ENG-295 | Revolutionary Film | 4.00 |
| ENG-296 | Adaptation: Literature Into Film | 4.00 |
| FR-201 | Second-Year French I | 4.00 |
| FR-202 | Second-Year French II | 4.00 |
| FR-203 | Second-Year French III | 4.00 |
| HUM-160 | Faith & Reason | 4.00 |
| HUM-235 | Perspectives on Terrorism | 4.00 |
| J-211 | Mass Media & Society | 4.00 |
| J-216 | Writing for Media | 4.00 |

| | | |
|---|---|---|
| MUS-105 | Music Appreciation | 3.00 |
| MUS-111 | Music Theory I | 3.00 |
| MUS-112 | Music Theory I | 3.00 |
| MUS-113 | Music Theory I | 3.00 |
| MUS-205 | Music Literature: History of Jazz | 4.00 |
| MUS-206 | Music Literature: History of Rock | 4.00 |
| MUS-211 | Music Theory II | 3.00 |
| MUS-212 | Music Theory II | 3.00 |
| MUS-213 | Music Theory II | 3.00 |
| PHL-101 | Philosophical Problems | 4.00 |
| PHL-102 | Ethics | 4.00 |
| PHL-103 | Critical Reasoning | 4.00 |
| PHL-205 | Moral Issues | 4.00 |
| PHL-210 | Philosophy of Religion | 4.00 |
| PHL-213 | Asian Philosophy | 4.00 |
| PHL-216 | Ancient Philosophy | 4.00 |
| R-101 | Judaism and Foundations of Religion | 4.00 |
| R-102 | Christianity and Islam | 4.00 |
| R-103 | Asian Religions | 4.00 |
| R-204 | History of Christianity | 4.00 |
| R-210 | World Religions | 4.00 |
| R-211 | History of the Old Testament | 4.00 |
| R-212 | History of the New Testament | 4.00 |
| SPN-201 | Second-Year Spanish I | 4.00 |
| SPN-202 | Second-Year Spanish II | 4.00 |
| SPN-203 | Second-Year Spanish III | 4.00 |
| SSC-160 | Faith & Reason | 4.00 |
| TA-101 | Appreciation of Theatre | 4.00 |
| TA-102 | Appreciation of Theatre | 4.00 |

| | | |
|---|---|---|
| TA-103 | Appreciation of Theatre | 4.00 |
| TA-111 | Fundamentals of Technical Theatre | 4.00 |
| TA-122 | Costuming II | 3.00 |
| TA-123 | Costuming III | 3.00 |
| TA-141 | Acting I | 4.00 |
| TA-142 | Acting II | 4.00 |
| TA-143 | Acting III | 4.00 |
| TA-153 | Theatre Rehearsal & Performance | 3.00 |
| WR-240 | Creative Nonfiction Writing I | 4.00 |
| WR-241 | Fiction Writing I | 4.00 |
| WR-242 | Poetry Writing I | 4.00 |
| WR-243 | Playwriting I | 4.00 |
| WR-244 | Fiction Writing II | 4.00 |
| WR-245 | Poetry Writing II | 4.00 |
| WR-246 | Publishing Literature: Reading and Revising for Publication | 4.00 |
| WR-247 | Playwriting II | 4.00 |
| WR-248 | Publishing Literature: Editing and Marketing for Publication | 4.00 |
| WR-250 | Publishing Literature: Designing and Promoting for Publication | 4.00 |
| WR-262 | Introduction to Screenwriting | 4.00 |
| WR-265 | Digital Storytelling | 4.00 |
| WR-270 | Creative Nonfiction Writing II: Food Writing | 4.00 |
| WS-101 | Introduction to Women's Studies | 4.00 |

## Social Science

2 courses

Each course must be at least 3 credits

## Social Science Course List

| | | |
|---|---|---|
| ANT-101 | Biological Anthropology | 4.00 |
| ANT-102 | Archaeology & Prehistory | 4.00 |

| | | |
|---|---|---|
| ANT-103 | Cultural Anthropology | 4.00 |
| ANT-232 | Native Americans of North America | 4.00 |
| CJA-101 | Criminology | 4.00 |
| CJA-201 | Juvenile Delinquency | 4.00 |
| EC-200 | Contemporary Economic Issues | 4.00 |
| EC-201Z | Principles of Microeconomics | 4.00 |
| EC-202Z | Principles of Macroeconomics | 4.00 |
| ES-101 | Introduction to Ethnic Studies | 4.00 |
| ES-211 | Introduction to Latino/a/x Studies | 4.00 |
| ES-221 | Introduction to Black Studies | 4.00 |
| ES-231 | Introduction to Southeast Asian and South Pacific Island Diaspora Studies | 4.00 |
| ES-241 | Introduction to Native American Studies | 4.00 |
| GEO-100 | Introduction to Physical Geography | 4.00 |
| GEO-110 | Cultural & Human Geography | 4.00 |
| GEO-130 | Introduction to Environmental Geography | 4.00 |
| GEO-208 | Geography of the United States & Canada | 4.00 |
| HST-101 | History of Western Civilization | 4.00 |
| HST-102 | History of Western Civilization | 4.00 |
| HST-103 | History of Western Civilization | 4.00 |
| HST-131 | History of Crime & Punishment in Western Civilization | 4.00 |
| HST-132 | History of Language and the Written Word in Western Civilization | 4.00 |
| HST-136 | History of Popular Culture, Entertainment & Sports in Western Civilization | 4.00 |
| HST-137 | History of Science, Medicine, & Technology in Western Civilization | 4.00 |
| HST-201Z | United States History I | 4.00 |
| HST-202Z | United States History II | 4.00 |
| HST-203Z | United States History III | 4.00 |
| HUM-160 | Faith & Reason | 4.00 |
| PS-200 | Introduction to Political Science | 4.00 |
| PS-201 | American Government and Politics | 4.00 |

| | | |
|---|---|---|
| PS-203 | State and Local Governments | 4.00 |
| PS-204 | Introduction to Comparative Politics | 4.00 |
| PS-205 | International Relations | 4.00 |
| PS-225 | Introduction to Political Ideologies | 4.00 |
| PS-297 | Introduction to Environmental Politics | 4.00 |
| PSY-201Z | Introduction to Psychology I | 4.00 |
| PSY-202Z | Introduction to Psychology II | 4.00 |
| PSY-215 | Introduction to Developmental Psychology | 4.00 |
| PSY-219 | Introduction to Psychological Disorders | 4.00 |
| PSY-231 | Introduction to Human Sexuality | 4.00 |
| SOC-204Z | Introduction to Sociology | 4.00 |
| SOC-205Z | Social Change and Institutions | 4.00 |
| SOC-206Z | Social Problems | 4.00 |
| SOC-207 | Social Stratification & Social Systems | 4.00 |
| SOC-210 | Marriage, Family, & Intimate Relations | 4.00 |
| SSC-160 | Faith & Reason | 4.00 |
| SSC-235 | Perspectives on Terrorism | 4.00 |
| WS-101 | Introduction to Women's Studies | 4.00 |

## Natural Science

2 lab science courses

Each course must be at least 4 credits

## Natural Science Course List

| | | |
|---|---|---|
| **EOU, SOU, or WOU** | | |
| ASC-175 | Integrated Science Inquiry | 4.00 |
| ASC-176 | Integrated Science Inquiry | 4.00 |
| ASC-177 | Integrated Science Inquiry | 4.00 |
| BI-101 | General Biology; Cellular Biology | 4.00 |
| BI-102 | General Biology; Animal Systems | 4.00 |

| | | |
|---|---|---|
| BI-103 | General Biology; Plants & The Ecosystem | 4.00 |
| BI-112 | General Biology for Health Sciences | 4.00 |
| BI-160L | Bird Identification & Taxonomy with Lab | 4.00 |
| BI-165CL | Natural History of the Oregon Coast with Lab | 4.00 |
| BI-165D | Natural History of the Western Deserts | 4.00 |
| BI-175 | Integrated Science Inquiry | 4.00 |
| BI-176 | Integrated Science Inquiry | 4.00 |
| BI-177 | Integrated Science Inquiry | 4.00 |
| BI-204 | Elementary Microbiology | 4.00 |
| BI-215 | General Zoology | 4.00 |
| BI-216 | General Zoology | 4.00 |
| BI-217 | General Zoology | 4.00 |
| BI-221Z | Principles of Biology: Cells | 5.00 |
| BI-222Z | Principles of Biology: Organisms | 5.00 |
| BI-223Z | Principles of Biology: Ecology and Evolution | 5.00 |
| BI-231Z | Human Anatomy and Physiology I | 4.00 |
| BI-232Z | Human Anatomy and Physiology II | 4.00 |
| BI-233Z | Human Anatomy and Physiology III | 4.00 |
| BI-234 | Introductory Microbiology | 4.00 |
| CH-104Z<br>& CH-124Z | Introduction to Chemistry<br>and Introduction to Chemistry Lab | 5.00 |
| CH-105<br>& CH-125 | Introduction to Chemistry II<br>and Course CH-125 Not Found | 5.00 |
| CH-106<br>& CH-126 | Introduction to Chemistry III<br>and Course CH-126 Not Found | 5.00 |
| CH-114 | Chemistry in Art | 4.00 |
| CH-221Z<br>& CH-227Z | General Chemistry I<br>and General Chemistry I Laboratory | 5.00 |
| CH-222Z<br>& CH-228Z | General Chemistry II<br>and General Chemistry II Laboratory | 5.00 |

| | | |
|---|---|---|
| CH-223Z<br>& CH-229Z | General Chemistry III<br>and General Chemistry III Laboratory | 5.00 |
| ESR-171 | Introduction to Environmental Science | 4.00 |
| ESR-172 | Introduction to Climate Change | 4.00 |
| ESR-173 | Introduction to Sustainability | 4.00 |
| G-101 | General Geology | 4.00 |
| G-102 | General Geology | 4.00 |
| G-103 | General Geology | 4.00 |
| G-148 | Volcanoes & Earthquakes | 4.00 |
| G-201 | General Geology | 4.00 |
| G-202 | General Geology | 4.00 |
| G-203 | General Geology | 4.00 |
| GS-104 | Earth System Science | 4.00 |
| GS-105 | Earth System Science | 4.00 |
| GS-106 | Earth System Science | 4.00 |
| GS-107 | Astronomy | 4.00 |
| PH-121 | Astronomy | 4.00 |
| PH-122 | General Astronomy | 4.00 |
| PH-123 | General Astronomy | 4.00 |
| PH-201 | General Physics | 5.00 |
| PH-202 | General Physics | 5.00 |
| PH-203 | General Physics | 5.00 |
| PH-211 | General Physics With Calculus | 5.00 |
| PH-212 | General Physics With Calculus | 5.00 |
| PH-213 | General Physics With Calculus | 5.00 |
| Z-201 | General Zoology | 4.00 |
| Z-202 | General Zoology | 4.00 |
| Z-203 | General Zoology | 4.00 |
| **OSU, PSU, or UO** | | |

| | | |
|---|---|---|
| BI-221Z | Principles of Biology: Cells | 5.00 |
| BI-222Z | Principles of Biology: Organisms | 5.00 |
| OR | | |
| CH-221Z<br>& CH-227Z | General Chemistry I<br>and General Chemistry I Laboratory | 5.00 |
| CH-222Z<br>& CH-228Z | General Chemistry II<br>and General Chemistry II Laboratory | 5.00 |
| OR | | |
| BI-221Z | Principles of Biology: Cells | 5.00 |
| CH-221Z<br>& CH-227Z | General Chemistry I<br>and General Chemistry I Laboratory | 5.00 |
| OR | | |
| G-201 | General Geology | 4.00 |
| G-202 | General Geology | 4.00 |
| OR | | |
| PH-201 | General Physics | 5.00 |
| PH-202 | General Physics | 5.00 |
| OR | | |
| PH-211 | General Physics With Calculus | 5.00 |
| PH-212 | General Physics With Calculus | 5.00 |

## Cultural Literacy

1 course

## Cultural Literacy Course List

| | | |
|---|---|---|
| ANT-102 | Archaeology & Prehistory | 4.00 |
| ANT-103 | Cultural Anthropology | 4.00 |
| ANT-232 | Native Americans of North America | 4.00 |
| ART-204 | History of Art/Ancient Through Medieval | 4.00 |
| ART-205 | History of Art/Romanesque Through Baroque | 4.00 |
| ART-206 | History of Art/Enlightenment Through Contemporary | 4.00 |

| | | |
|---|---|---|
| ASL-201 | Second-Year American Sign Language I | 4.00 |
| ASL-202 | Second-Year American Sign Language II | 4.00 |
| ASL-203 | Second-Year American Sign Language III | 4.00 |
| COMM-126 | Intro to Communication, Gender, and Sexuality | 4.00 |
| COMM-140 | Introduction to Intercultural Communication | 4.00 |
| COMM-218Z | Interpersonal Communication | 4.00 |
| COMM-219 | Small Group Discussion | 4.00 |
| ENG-107 | World Literature: Ancient Through Classical Times | 4.00 |
| ENG-108 | World Literature: Early Middle Ages through the 18th Century | 4.00 |
| ENG-109 | World Literature: The 19th through 21st Centuries | 4.00 |
| ENG-213 | U.S. Latinx Literature | 4.00 |
| ENG-240 | Native American Mythology | 4.00 |
| ENG-241 | Norse Mythology | 4.00 |
| ENG-243 | African Mythology | 4.00 |
| ENG-250 | Greek Mythology | 4.00 |
| ENG-251 | Celtic Mythology | 4.00 |
| ENG-252 | Hindu Mythology | 4.00 |
| ENG-261 | Literature of Science Fiction | 4.00 |
| ENG-271 | World Literature: Ancient Through Classical Times | 4.00 |
| ENG-272 | World Literature: Early Middle Ages through the 18th Century | 4.00 |
| ENG-273 | World Literature: the 19th Through 21st Centuries | 4.00 |
| ENG-295 | Revolutionary Film | 4.00 |
| ES-101 | Introduction to Ethnic Studies | 4.00 |
| ES-211 | Introduction to Latino/a/x Studies | 4.00 |
| ES-221 | Introduction to Black Studies | 4.00 |
| ES-231 | Introduction to Southeast Asian and South Pacific Island Diaspora Studies | 4.00 |
| ES-241 | Introduction to Native American Studies | 4.00 |
| FR-201 | Second-Year French I | 4.00 |
| FR-202 | Second-Year French II | 4.00 |

| | | |
|---|---|---|
| FR-203 | Second-Year French III | 4.00 |
| GEO-100 | Introduction to Physical Geography | 4.00 |
| GEO-110 | Cultural & Human Geography | 4.00 |
| GEO-130 | Introduction to Environmental Geography | 4.00 |
| GEO-208 | Geography of the United States & Canada | 4.00 |
| HST-101 | History of Western Civilization | 4.00 |
| HST-102 | History of Western Civilization | 4.00 |
| HST-103 | History of Western Civilization | 4.00 |
| HST-131 | History of Crime & Punishment in Western Civilization | 4.00 |
| HST-132 | History of Language and the Written Word in Western Civilization | 4.00 |
| HST-136 | History of Popular Culture, Entertainment & Sports in Western Civilization | 4.00 |
| HST-137 | History of Science, Medicine, & Technology in Western Civilization | 4.00 |
| HST-201Z | United States History I | 4.00 |
| HST-202Z | United States History II | 4.00 |
| HST-203Z | United States History III | 4.00 |
| HUM-160 | Faith & Reason | 4.00 |
| HUM-235 | Perspectives on Terrorism | 4.00 |
| MUS-206 | Music Literature: History of Rock | 4.00 |
| PHL-101 | Philosophical Problems | 4.00 |
| PHL-102 | Ethics | 4.00 |
| PHL-103 | Critical Reasoning | 4.00 |
| PHL-205 | Moral Issues | 4.00 |
| PHL-210 | Philosophy of Religion | 4.00 |
| PHL-213 | Asian Philosophy | 4.00 |
| PHL-216 | Ancient Philosophy | 4.00 |
| PS-200 | Introduction to Political Science | 4.00 |
| PSY-202Z | Introduction to Psychology II | 4.00 |
| PSY-219 | Introduction to Psychological Disorders | 4.00 |
| PSY-231 | Introduction to Human Sexuality | 4.00 |

| | | |
|---|---|---|
| R-101 | Judaism and Foundations of Religion | 4.00 |
| R-102 | Christianity and Islam | 4.00 |
| R-103 | Asian Religions | 4.00 |
| R-204 | History of Christianity | 4.00 |
| R-210 | World Religions | 4.00 |
| R-211 | History of the Old Testament | 4.00 |
| R-212 | History of the New Testament | 4.00 |
| SOC-204Z | Introduction to Sociology | 4.00 |
| SOC-205Z | Social Change and Institutions | 4.00 |
| SOC-206Z | Social Problems | 4.00 |
| SOC-207 | Social Stratification & Social Systems | 4.00 |
| SOC-210 | Marriage, Family, & Intimate Relations | 4.00 |
| SPN-201 | Second-Year Spanish I | 4.00 |
| SPN-202 | Second-Year Spanish II | 4.00 |
| SPN-203 | Second-Year Spanish III | 4.00 |
| SSC-160 | Faith & Reason | 4.00 |
| SSC-235 | Perspectives on Terrorism | 4.00 |
| WR-241 | Fiction Writing I | 4.00 |
| WR-244 | Fiction Writing II | 4.00 |
| WS-101 | Introduction to Women's Studies | 4.00 |

# Other Requirements

## Computer Science Specific Requirements

4-5 courses

## Computer Science Specific Course List

| | | |
|---|---|---|
| **EOU, SOU, or WOU** | | |
| CS-160 | Computer Science Orientation | 4.00 |
| CS-161 | Computer Science I | 4.00 |

| | | |
|---|---|---|
| CS-162 | Computer Science II | 4.00 |
| CS-260 | Data Structures | 4.00 |
| **OSU, PSU, or UO** | | |
| CS-160 | Computer Science Orientation | 4.00 |
| CS-161 | Computer Science I | 4.00 |
| CS-162 | Computer Science II | 4.00 |
| CS-205 | System Programming and Architecture | 4.00 |
| CS-260 | Data Structures | 4.00 |

## Elective Courses

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

Other courses numbered 100 or above may be used in this area, which may include up to 12 credits of career technical courses and up to 3 credits of Physical Education activity courses (PE-185 Physical Education, PE-194 Professional Activities, PE-294 Professional Activities)

Please refer to the Elective Course list for courses that may be included

## Notes

All courses must be passed with a C or better

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

Reviewer

Comments

# Program Change Request

Date Submitted: 04/09/26 10:25 am

## Viewing: NA.CTM : Core Transfer Map

Last approved: 04/03/26 9:14 am

Last edit: 04/09/26 10:25 am

Changes proposed by: George Burgess (george.burgess)

Catalog Pages Using this Program

Core Transfer Map (CTM)

Change Type

## Program Contact Information

Are you the Faculty Contact Person?

Yes

### In Workflow

1. **Curriculum Office**
2. **CURR Chair**
3. **DIEP Dean**
4. **Curriculum Office**
5. Curriculum Committee Approval

### Approval Path

1. 04/13/26 8:52 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 05/05/26 8:17 am Dru Urbassik (dru.urbassik): Approved for CURR Chair
3. 05/05/26 3:34 pm Anne Innis (anne.innis): Approved for DIEP Dean

### History

1. Mar 21, 2025 by Chris Sweet (chris.sweet)
2. Apr 4, 2025 by Megan Feagles (megan.feagles)
3. Apr 18, 2025 by Megan Feagles (megan.feagles)

4. May 3, 2025 by Megan Feagles (megan.feagles)
5. Jun 6, 2025 by Megan Feagles (megan.feagles)
6. Feb 6, 2026 by Megan Feagles (megan.feagles)
7. Apr 3, 2026 by Megan Feagles (megan.feagles)

## Program Overview

Name of Proposed Program

Core Transfer Map

| | |
|---|---|
| Program Code | NA.CTM |
| Award (CCWD) | No Formal Award (NFA) |
| Type of Program (CCC) | No Award (NA) |
| Educational Focus Area | |
| Effective Catalog Edition | 2026-2027 |
| Career Area | Arts, Information, and Communications |
| Department | Curriculum and Scheduling |
| Division | Institutional Effectiveness & Planning (IEP) |

Other locations (institutions) this Program will be offered

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

## Program Award Information

### Program Learning Outcomes (PLOs)

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

Proposed Curriculum

Complete 30 credits from the following:

# Foundational Skills

## Writing

1 course

Information literacy will be included in the Writing Requirement

| | | |
|---|---|---|
| WR-121Z | Composition I | 4.00 |

## Mathematics

1 course

| | | |
|---|---|---|
| MTH-105Z | Math in Society | 4.00 |
| MTH-111Z | Precalculus I: Functions | 4.00 |
| MTH-112Z | Precalculus II: Trigonometry | 4.00 |
| MTH-211 | Fundamentals of Elementary Math I | 4.00 |
| MTH-212 | Fundamentals of Elementary Math II | 4.00 |
| MTH-213 | Fundamentals of Elementary Math III | 4.00 |
| MTH-244 | Statistics II | 4.00 |
| MTH-251Z | Differential Calculus | 4.00 |
| MTH-252Z | Integral Calculus | 4.00 |
| MTH-253Z | Calculus: Sequences and Series | 4.00 |
| MTH-254 | Vector Calculus | 5.00 |
| MTH-256 | Differential Equations | 4.00 |
| MTH-261 | Linear Algebra | 4.00 |

| | | |
|---|---|---|
| STAT-243Z | Elementary Statistics I | 4.00 |

# General Education Distribution Areas

## Arts & Letters

2 courses

## Arts & Letters Course List

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

| | | |
|---|---|---|
| ASL-201 | Second-Year American Sign Language I | 4.00 |
| ASL-202 | Second-Year American Sign Language II | 4.00 |
| ASL-203 | Second-Year American Sign Language III | 4.00 |
| COMM-112 | Persuasive Speaking | 4.00 |
| COMM-126 | Intro to Communication, Gender, and Sexuality | 4.00 |
| COMM-140 | Introduction to Intercultural Communication | 4.00 |
| COMM-212 | Mass Media & Society | 4.00 |
| COMM-218Z | Interpersonal Communication | 4.00 |
| COMM-219 | Small Group Discussion | 4.00 |
| COMM-227 | Nonverbal Communication | 4.00 |
| ENG-107 | World Literature: Ancient Through Classical Times | 4.00 |
| ENG-104Z | Introduction to Fiction | 4.00 |
| ENG-105Z | Introduction to Drama | 4.00 |
| ENG-106Z | Introduction to Poetry | 4.00 |
| ENG-108 | World Literature: Early Middle Ages through the 18th Century | 4.00 |
| ENG-109 | World Literature: The 19th through 21st Centuries | 4.00 |
| ENG-116 | Introduction to Literature: Comics | 4.00 |
| ENG-121 | Mystery Fiction | 4.00 |
| ENG-194 | Introduction to Film | 4.00 |
| ENG-195 | American Film | 4.00 |
| ENG-201 | Shakespeare | 4.00 |
| ENG-202 | Shakespeare | 4.00 |
| ENG-204 | British Literature: Ancient to Enlightenment | 4.00 |
| ENG-205 | British Literature: Romantic to Contemporary | 4.00 |
| ENG-213 | U.S. Latinx Literature | 4.00 |
| ENG-218 | Arthurian Literature | 4.00 |
| ENG-222 | Children's and Young Adult Literature | 4.00 |
| ENG-226 | Popular Literature | 4.00 |
| ENG-240 | Native American Mythology | 4.00 |

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|---|---|---|
| ENG-241 | Norse Mythology | 4.00 |
| ENG-243 | African Mythology | 4.00 |
| ENG-250 | Greek Mythology | 4.00 |
| ENG-251 | Celtic Mythology | 4.00 |
| ENG-252 | Hindu Mythology | 4.00 |
| ENG-253 | American Literature: Pre-Columbian to Civil War | 4.00 |
| ENG-254 | American Literature: 1865 to Present | 4.00 |
| ENG-255 | American Literature: Topics in American Literature | 4.00 |
| ENG-260 | Introduction to Women Writers | 4.00 |
| ENG-261 | Literature of Science Fiction | 4.00 |
| ENG-270 | Introduction to Literary Criticism | 4.00 |
| ENG-271 | World Literature: Ancient Through Classical Times | 4.00 |
| ENG-272 | World Literature: Early Middle Ages through the 18th Century | 4.00 |
| ENG-273 | World Literature: the 19th Through 21st Centuries | 4.00 |
| ENG-295 | Revolutionary Film | 4.00 |
| ENG-296 | Adaptation: Literature Into Film | 4.00 |
| FR-201 | Second-Year French I | 4.00 |
| FR-202 | Second-Year French II | 4.00 |
| FR-203 | Second-Year French III | 4.00 |
| HUM-160 | Faith & Reason | 4.00 |
| HUM-235 | Perspectives on Terrorism | 4.00 |
| J-211 | Mass Media & Society | 4.00 |
| J-216 | Writing for Media | 4.00 |
| MUS-105 | Music Appreciation | 3.00 |
| MUS-111 | Music Theory I | 3.00 |
| MUS-112 | Music Theory I | 3.00 |
| MUS-113 | Music Theory I | 3.00 |
| MUS-205 | Music Literature: History of Jazz | 4.00 |
| MUS-206 | Music Literature: History of Rock | 4.00 |

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|---|---|---|
| MUS-211 | Music Theory II | 3.00 |
| MUS-212 | Music Theory II | 3.00 |
| MUS-213 | Music Theory II | 3.00 |
| PHL-101 | Philosophical Problems | 4.00 |
| PHL-102 | Ethics | 4.00 |
| PHL-103 | Critical Reasoning | 4.00 |
| PHL-205 | Moral Issues | 4.00 |
| PHL-210 | Philosophy of Religion | 4.00 |
| PHL-213 | Asian Philosophy | 4.00 |
| PHL-216 | Ancient Philosophy | 4.00 |
| R-101 | Judaism and Foundations of Religion | 4.00 |
| R-102 | Christianity and Islam | 4.00 |
| R-103 | Asian Religions | 4.00 |
| R-204 | History of Christianity | 4.00 |
| R-210 | World Religions | 4.00 |
| R-211 | History of the Old Testament | 4.00 |
| R-212 | History of the New Testament | 4.00 |
| SPN-201 | Second-Year Spanish I | 4.00 |
| SPN-202 | Second-Year Spanish II | 4.00 |
| SPN-203 | Second-Year Spanish III | 4.00 |
| SSC-160 | Faith & Reason | 4.00 |
| TA-101 | Appreciation of Theatre | 4.00 |
| TA-102 | Appreciation of Theatre | 4.00 |
| TA-103 | Appreciation of Theatre | 4.00 |
| TA-111 | Fundamentals of Technical Theatre | 4.00 |
| TA-122 | Costuming II | 3.00 |
| TA-123 | Costuming III | 3.00 |
| TA-141 | Acting I | 4.00 |
| TA-142 | Acting II | 4.00 |

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| TA-143 | Acting III | 4.00 |
| TA-153 | Theatre Rehearsal & Performance | 3.00 |
| WR-240 | Creative Nonfiction Writing I | 4.00 |
| WR-241 | Fiction Writing I | 4.00 |
| WR-242 | Poetry Writing I | 4.00 |
| WR-243 | Playwriting I | 4.00 |
| WR-244 | Fiction Writing II | 4.00 |
| WR-245 | Poetry Writing II | 4.00 |
| WR-246 | Publishing Literature: Reading and Revising for Publication | 4.00 |
| WR-247 | Playwriting II | 4.00 |
| WR-248 | Publishing Literature: Editing and Marketing for Publication | 4.00 |
| WR-250 | Publishing Literature: Designing and Promoting for Publication | 4.00 |
| WR-262 | Introduction to Screenwriting | 4.00 |
| WR-265 | Digital Storytelling | 4.00 |
| WR-270 | Creative Nonfiction Writing II: Food Writing | 4.00 |
| WS-101 | Introduction to Women's Studies | 4.00 |

## Social Science

2 courses

## Social Science Course List

| | | |
|---|---|---|
| ANT-101 | Biological Anthropology | 4.00 |
| ANT-102 | Archaeology & Prehistory | 4.00 |
| ANT-103 | Cultural Anthropology | 4.00 |
| ANT-232 | Native Americans of North America | 4.00 |
| CJA-101 | Criminology | 4.00 |
| CJA-201 | Juvenile Delinquency | 4.00 |
| EC-200 | Contemporary Economic Issues | 4.00 |
| EC-201Z | Principles of Microeconomics | 4.00 |
| EC-202Z | Principles of Macroeconomics | 4.00 |

| | | |
|---|---|---|
| ES-101 | Introduction to Ethnic Studies | 4.00 |
| ES-211 | Introduction to Latino/a/x Studies | 4.00 |
| ES-221 | Introduction to Black Studies | 4.00 |
| ES-231 | Introduction to Southeast Asian and South Pacific Island Diaspora Studies | 4.00 |
| ES-241 | Introduction to Native American Studies | 4.00 |
| GEO-100 | Introduction to Physical Geography | 4.00 |
| GEO-110 | Cultural & Human Geography | 4.00 |
| GEO-130 | Introduction to Environmental Geography | 4.00 |
| GEO-208 | Geography of the United States & Canada | 4.00 |
| HST-101 | History of Western Civilization | 4.00 |
| HST-102 | History of Western Civilization | 4.00 |
| HST-103 | History of Western Civilization | 4.00 |
| HST-131 | History of Crime & Punishment in Western Civilization | 4.00 |
| HST-132 | History of Language and the Written Word in Western Civilization | 4.00 |
| HST-136 | History of Popular Culture, Entertainment & Sports in Western Civilization | 4.00 |
| HST-137 | History of Science, Medicine, & Technology in Western Civilization | 4.00 |
| HST-201Z | United States History I | 4.00 |
| HST-202Z | United States History II | 4.00 |
| HST-203Z | United States History III | 4.00 |
| HUM-160 | Faith & Reason | 4.00 |
| PS-200 | Introduction to Political Science | 4.00 |
| PS-201 | American Government and Politics | 4.00 |
| PS-203 | State and Local Governments | 4.00 |
| PS-204 | Introduction to Comparative Politics | 4.00 |
| PS-205 | International Relations | 4.00 |
| PS-225 | Introduction to Political Ideologies | 4.00 |
| PS-297 | Introduction to Environmental Politics | 4.00 |
| PSY-201Z | Introduction to Psychology I | 4.00 |
| PSY-202Z | Introduction to Psychology II | 4.00 |

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|---|---|---|
| PSY-215 | Introduction to Developmental Psychology | 4.00 |
| PSY-219 | Introduction to Psychological Disorders | 4.00 |
| PSY-231 | Introduction to Human Sexuality | 4.00 |
| SOC-204Z | Introduction to Sociology | 4.00 |
| SOC-205Z | Social Change and Institutions | 4.00 |
| SOC-206Z | Social Problems | 4.00 |
| SOC-207 | Social Stratification & Social Systems | 4.00 |
| SOC-210 | Marriage, Family, & Intimate Relations | 4.00 |
| SSC-160 | Faith & Reason | 4.00 |
| SSC-235 | Perspectives on Terrorism | 4.00 |
| WS-101 | Introduction to Women's Studies | 4.00 |

## Natural Science

2 lab science courses

## Natural Science List

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

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|---|---|---|
| BI-215 | General Zoology | 4.00 |
| BI-216 | General Zoology | 4.00 |
| BI-217 | General Zoology | 4.00 |
| BI-221Z | Principles of Biology: Cells | 5.00 |
| BI-222Z | Principles of Biology: Organisms | 5.00 |
| BI-223Z | Principles of Biology: Ecology and Evolution | 5.00 |
| BI-231Z | Human Anatomy and Physiology I | 4.00 |
| BI-232Z | Human Anatomy and Physiology II | 4.00 |
| BI-233Z | Human Anatomy and Physiology III | 4.00 |
| BI-234 | Introductory Microbiology | 4.00 |
| CH-104Z<br>& CH-124Z | Introduction to Chemistry<br>and Introduction to Chemistry Lab | 5.00 |
| CH-105<br>& CH-125 | Introduction to Chemistry II<br>and Course CH-125 Not Found | 5.00 |
| CH-106<br>& CH-126 | Introduction to Chemistry III<br>and Course CH-126 Not Found | 5.00 |
| CH-114 | Chemistry in Art | 4.00 |
| CH-221Z<br>& CH-227Z | General Chemistry I<br>and General Chemistry I Laboratory | 5.00 |
| CH-222Z<br>& CH-228Z | General Chemistry II<br>and General Chemistry II Laboratory | 5.00 |
| CH-223Z<br>& CH-229Z | General Chemistry III<br>and General Chemistry III Laboratory | 5.00 |
| ESR-171 | Introduction to Environmental Science | 4.00 |
| ESR-172 | Introduction to Climate Change | 4.00 |
| ESR-173 | Introduction to Sustainability | 4.00 |
| G-101 | General Geology | 4.00 |
| G-102 | General Geology | 4.00 |
| G-103 | General Geology | 4.00 |
| G-148 | Volcanoes & Earthquakes | 4.00 |

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| G-201 | General Geology | 4.00 |
| G-202 | General Geology | 4.00 |
| G-203 | General Geology | 4.00 |
| GS-104 | Earth System Science | 4.00 |
| GS-105 | Earth System Science | 4.00 |
| GS-106 | Earth System Science | 4.00 |
| GS-107 | Astronomy | 4.00 |
| PH-121 | Astronomy | 4.00 |
| PH-122 | General Astronomy | 4.00 |
| PH-123 | General Astronomy | 4.00 |
| PH-201 | General Physics | 5.00 |
| PH-202 | General Physics | 5.00 |
| PH-203 | General Physics | 5.00 |
| PH-211 | General Physics With Calculus | 5.00 |
| PH-212 | General Physics With Calculus | 5.00 |
| PH-213 | General Physics With Calculus | 5.00 |
| Z-201 | General Zoology | 4.00 |
| Z-202 | General Zoology | 4.00 |
| Z-203 | General Zoology | 4.00 |

## Cultural Literacy

1 course

## Cultural Literacy Course List

| | | |
|---|---|---|
| ANT-102 | Archaeology & Prehistory | 4.00 |
| ANT-103 | Cultural Anthropology | 4.00 |
| ANT-232 | Native Americans of North America | 4.00 |
| ART-204 | History of Art/Ancient Through Medieval | 4.00 |
| ART-205 | History of Art/Romanesque Through Baroque | 4.00 |
| ART-206 | History of Art/Enlightenment Through Contemporary | 4.00 |

| | | |
|---|---|---|
| ASL-201 | Second-Year American Sign Language I | 4.00 |
| ASL-202 | Second-Year American Sign Language II | 4.00 |
| ASL-203 | Second-Year American Sign Language III | 4.00 |
| COMM-126 | Intro to Communication, Gender, and Sexuality | 4.00 |
| COMM-140 | Introduction to Intercultural Communication | 4.00 |
| COMM-218Z | Interpersonal Communication | 4.00 |
| COMM-219 | Small Group Discussion | 4.00 |
| ENG-107 | World Literature: Ancient Through Classical Times | 4.00 |
| ENG-108 | World Literature: Early Middle Ages through the 18th Century | 4.00 |
| ENG-109 | World Literature: The 19th through 21st Centuries | 4.00 |
| ENG-213 | U.S. Latinx Literature | 4.00 |
| ENG-240 | Native American Mythology | 4.00 |
| ENG-241 | Norse Mythology | 4.00 |
| ENG-243 | African Mythology | 4.00 |
| ENG-250 | Greek Mythology | 4.00 |
| ENG-251 | Celtic Mythology | 4.00 |
| ENG-252 | Hindu Mythology | 4.00 |
| ENG-261 | Literature of Science Fiction | 4.00 |
| ENG-271 | World Literature: Ancient Through Classical Times | 4.00 |
| ENG-272 | World Literature: Early Middle Ages through the 18th Century | 4.00 |
| ENG-273 | World Literature: the 19th Through 21st Centuries | 4.00 |
| ENG-295 | Revolutionary Film | 4.00 |
| ES-101 | Introduction to Ethnic Studies | 4.00 |
| ES-211 | Introduction to Latino/a/x Studies | 4.00 |
| ES-221 | Introduction to Black Studies | 4.00 |
| ES-231 | Introduction to Southeast Asian and South Pacific Island Diaspora Studies | 4.00 |
| ES-241 | Introduction to Native American Studies | 4.00 |
| FR-201 | Second-Year French I | 4.00 |
| FR-202 | Second-Year French II | 4.00 |

| | | |
|---|---|---|
| FR-203 | Second-Year French III | 4.00 |
| GEO-100 | Introduction to Physical Geography | 4.00 |
| GEO-110 | Cultural & Human Geography | 4.00 |
| GEO-130 | Introduction to Environmental Geography | 4.00 |
| GEO-208 | Geography of the United States & Canada | 4.00 |
| HST-101 | History of Western Civilization | 4.00 |
| HST-102 | History of Western Civilization | 4.00 |
| HST-103 | History of Western Civilization | 4.00 |
| HST-131 | History of Crime & Punishment in Western Civilization | 4.00 |
| HST-132 | History of Language and the Written Word in Western Civilization | 4.00 |
| HST-136 | History of Popular Culture, Entertainment & Sports in Western Civilization | 4.00 |
| HST-137 | History of Science, Medicine, & Technology in Western Civilization | 4.00 |
| HST-201Z | United States History I | 4.00 |
| HST-202Z | United States History II | 4.00 |
| HST-203Z | United States History III | 4.00 |
| HUM-160 | Faith & Reason | 4.00 |
| HUM-235 | Perspectives on Terrorism | 4.00 |
| MUS-206 | Music Literature: History of Rock | 4.00 |
| PHL-101 | Philosophical Problems | 4.00 |
| PHL-102 | Ethics | 4.00 |
| PHL-103 | Critical Reasoning | 4.00 |
| PHL-205 | Moral Issues | 4.00 |
| PHL-210 | Philosophy of Religion | 4.00 |
| PHL-213 | Asian Philosophy | 4.00 |
| PHL-216 | Ancient Philosophy | 4.00 |
| PS-200 | Introduction to Political Science | 4.00 |
| PSY-202Z | Introduction to Psychology II | 4.00 |
| PSY-219 | Introduction to Psychological Disorders | 4.00 |
| PSY-231 | Introduction to Human Sexuality | 4.00 |

| | | |
|---|---|---|
| R-101 | Judaism and Foundations of Religion | 4.00 |
| R-102 | Christianity and Islam | 4.00 |
| R-103 | Asian Religions | 4.00 |
| R-204 | History of Christianity | 4.00 |
| R-210 | World Religions | 4.00 |
| R-211 | History of the Old Testament | 4.00 |
| R-212 | History of the New Testament | 4.00 |
| SOC-204Z | Introduction to Sociology | 4.00 |
| SOC-205Z | Social Change and Institutions | 4.00 |
| SOC-206Z | Social Problems | 4.00 |
| SOC-207 | Social Stratification & Social Systems | 4.00 |
| SOC-210 | Marriage, Family, & Intimate Relations | 4.00 |
| SPN-201 | Second-Year Spanish I | 4.00 |
| SPN-202 | Second-Year Spanish II | 4.00 |
| SPN-203 | Second-Year Spanish III | 4.00 |
| SSC-160 | Faith & Reason | 4.00 |
| SSC-235 | Perspectives on Terrorism | 4.00 |
| WR-241 | Fiction Writing I | 4.00 |
| WR-244 | Fiction Writing II | 4.00 |
| WS-101 | Introduction to Women's Studies | 4.00 |

# Other Requirements

## Elective Courses

Combined with above must equal at least 30 credits

Courses must be from Arts & Letters, Social Science, or Natural Science disciplines above

## Notes

All courses must be passed with a C or better

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

All courses must be 100 level or higher

All courses must be at least 3 credits

Reviewer

Comments

Key: 194

# Program Change Request

Date Submitted: 04/09/26 10:30 am

## Viewing: AA.OTELEMED : Elementary Education (AAOT)

Last approved: 04/03/26 9:14 am

Last edit: 04/09/26 10:30 am

Changes proposed by: George Burgess (george.burgess)

Catalog Pages Using this Program

Elementary Education (AAOT)

Change Type

## Program Contact Information

Are you the Faculty Contact Person?

No

### In Workflow

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

### Approval Path

1. 04/13/26 8:51 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 04/13/26 11:02 am Laurette Scott (laurette): Approved for EHCJ Chair
3. 04/13/26 12:23 pm Armetta Burney (armetta.burney): Approved for DTPS Dean

### History

1. Oct 6, 2022 by clmig-kxayasene
2. Jan 24, 2023 by Megan Feagles (megan.feagles)
3. Jan 25, 2023 by Megan Feagles (megan.feagles)
4. Apr 18, 2023 by Megan Feagles

(megan.feagles)
5. Feb 16, 2024 by Megan Feagles (megan.feagles)
6. Apr 5, 2024 by Laurette Scott (laurette)
7. Jun 7, 2024 by Laurette Scott (laurette)
8. Jan 17, 2025 by Megan Feagles (megan.feagles)
9. Feb 7, 2025 by Megan Feagles (megan.feagles)
10. Apr 4, 2025 by Megan Feagles (megan.feagles)
11. Apr 18, 2025 by Megan Feagles (megan.feagles)
12. Jun 6, 2025 by Megan Feagles (megan.feagles)
13. Feb 6, 2026 by Megan Feagles (megan.feagles)
14. Apr 3, 2026 by Megan Feagles (megan.feagles)

Faculty Contact Email

dawn.hendricks@clackamas.edu

## Program Overview

Name of Proposed Program

Elementary Education (AAOT)

| | |
|---|---|
| Program Code | AA.OTELEMED |
| Award (CCWD) | Associate of Arts Oregon Transfer (90-108 credits) (AAOT) |
| Type of Program (CCC) | Associate of Arts (AA) |
| Educational Focus Area | Teaching and Education |
| Effective Catalog Edition | 2026-2027 |
| Career Area | Human Resources |
| Department | Education, Human Services and Criminal Justice |
| Division | Technology, Applied Science and Public Services (TAPS) |

Other locations (institutions) this Program will be offered

| | |
|---|---|
| CIP Code | 13.1202 - Elementary Education and Teaching. |

## Program Award Information

### Program Learning Outcomes (PLOs)

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

| | Outcome(s) |
|---|---|
| 1 | apply critical thinking to analyze social issues necessary to support the function of public education; |
| 2 | describe culturally-responsive pedagogy and integration of social justice into a teaching philosophy; |
| 3 | identify the ethics and responsibilities necessary to obtain a professional license in the teaching field and clarify career confirmation. |

Proposed Curriculum

Complete 90 credits from the following:

# Foundational Skills

## Writing

8 credits

Information literacy will be included in the Writing requirement

| | | |
|---|---|---|
| WR-121Z | Composition I | 4.00 |
| WR-122Z | Composition II | 4.00 |

## Oral Communication

1 course

| | | |
|---|---|---|
| COMM-111Z | Public Speaking | 4.00 |

## Mathematics

3 courses

| | | |
|---|---|---|
| MTH-211 | Fundamentals of Elementary Math I | 4.00 |
| MTH-212 | Fundamentals of Elementary Math II | 4.00 |
| MTH-213 | Fundamentals of Elementary Math III | 4.00 |

## Health

At least 3 credits

| | | |
|---|---|---|
| HPE-295 | Health & Fitness for Life | 3.00 |

# General Education Distribution Areas

## Arts & Letters

3 courses from 2 or more disciplines

Each course must be at least 3 credits

## Arts & Letters Course List

| | | |
|---|---|---|
| ENG-104Z | Introduction to Fiction | 4.00 |
| or ENG-105Z | Introduction to Drama | |
| or ENG-106Z | Introduction to Poetry | |
| AND | | |
| ART-115 | Basic Design: 2-Dimensional Design | 4.00 |

| | | |
|---|---|---|
| or ART-131 | Introduction to Drawing | |
| AND | | |
| 1 course from the following (200-level world language recommended) | | |
| ART-101 | Art Appreciation | 3.00 |
| ART-115 | Basic Design: 2-Dimensional Design | 4.00 |
| ART-117 | Basic Design: 3-Dimensional Composition | 4.00 |
| ART-131 | Introduction to Drawing | 4.00 |
| ART-204 | History of Art/Ancient Through Medieval | 4.00 |
| ART-205 | History of Art/Romanesque Through Baroque | 4.00 |
| ART-206 | History of Art/Enlightenment Through Contemporary | 4.00 |
| ART-232 | Life Drawing (Figure Emphasis) | 4.00 |
| ART-233 | Drawing for Comics | 4.00 |
| ART-250 | Ceramics/Beginning | 4.00 |
| ART-252 | Ceramics/Wheel-Throwing I | 4.00 |
| ART-253 | Ceramics/Intermediate | 4.00 |
| ART-255 | Ceramics/Wheel-Throwing II | 4.00 |
| ART-281 | Painting: Still Life/Beginning | 4.00 |
| ART-282 | Painting: The Figure/Beginning | 4.00 |
| ART-283 | Painting: Landscapes/Beginning | 4.00 |
| ART-284 | Painting: Still Life/Intermediate | 4.00 |
| ART-285 | Painting: The Figure/Intermediate | 4.00 |
| ART-286 | Painting: Landscapes/Intermediate | 4.00 |
| ART-291 | Sculpture | 4.00 |
| ART-292 | Sculpture (Figure Emphasis) | 4.00 |
| ART-293 | Sculpture (Metal Emphasis) | 4.00 |
| ASL-201 | Second-Year American Sign Language I | 4.00 |
| ASL-202 | Second-Year American Sign Language II | 4.00 |
| ASL-203 | Second-Year American Sign Language III | 4.00 |
| COMM-112 | Persuasive Speaking | 4.00 |

| | | |
|---|---|---|
| COMM-126 | Intro to Communication, Gender, and Sexuality | 4.00 |
| COMM-140 | Introduction to Intercultural Communication | 4.00 |
| COMM-212 | Mass Media & Society | 4.00 |
| COMM-218Z | Interpersonal Communication | 4.00 |
| COMM-219 | Small Group Discussion | 4.00 |
| COMM-227 | Nonverbal Communication | 4.00 |
| ENG-104Z | Introduction to Fiction | 4.00 |
| ENG-105Z | Introduction to Drama | 4.00 |
| ENG-106Z | Introduction to Poetry | 4.00 |
| ENG-107 | World Literature: Ancient Through Classical Times | 4.00 |
| ENG-108 | World Literature: Early Middle Ages through the 18th Century | 4.00 |
| ENG-109 | World Literature: The 19th through 21st Centuries | 4.00 |
| ENG-116 | Introduction to Literature: Comics | 4.00 |
| ENG-121 | Mystery Fiction | 4.00 |
| ENG-194 | Introduction to Film | 4.00 |
| ENG-195 | American Film | 4.00 |
| ENG-201 | Shakespeare | 4.00 |
| ENG-202 | Shakespeare | 4.00 |
| ENG-204 | British Literature: Ancient to Enlightenment | 4.00 |
| ENG-205 | British Literature: Romantic to Contemporary | 4.00 |
| ENG-213 | U.S. Latinx Literature | 4.00 |
| ENG-218 | Arthurian Literature | 4.00 |
| ENG-222 | Children's and Young Adult Literature | 4.00 |
| ENG-226 | Popular Literature | 4.00 |
| ENG-240 | Native American Mythology | 4.00 |
| ENG-241 | Norse Mythology | 4.00 |
| ENG-243 | African Mythology | 4.00 |
| ENG-250 | Greek Mythology | 4.00 |
| ENG-251 | Celtic Mythology | 4.00 |

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|---|---|---|
| ENG-252 | Hindu Mythology | 4.00 |
| ENG-253 | American Literature: Pre-Columbian to Civil War | 4.00 |
| ENG-254 | American Literature: 1865 to Present | 4.00 |
| ENG-255 | American Literature: Topics in American Literature | 4.00 |
| ENG-260 | Introduction to Women Writers | 4.00 |
| ENG-261 | Literature of Science Fiction | 4.00 |
| ENG-270 | Introduction to Literary Criticism | 4.00 |
| ENG-271 | World Literature: Ancient Through Classical Times | 4.00 |
| ENG-272 | World Literature: Early Middle Ages through the 18th Century | 4.00 |
| ENG-273 | World Literature: the 19th Through 21st Centuries | 4.00 |
| ENG-295 | Revolutionary Film | 4.00 |
| ENG-296 | Adaptation: Literature Into Film | 4.00 |
| FR-201 | Second-Year French I | 4.00 |
| FR-202 | Second-Year French II | 4.00 |
| FR-203 | Second-Year French III | 4.00 |
| HUM-160 | Faith & Reason | 4.00 |
| HUM-235 | Perspectives on Terrorism | 4.00 |
| J-211 | Mass Media & Society | 4.00 |
| J-216 | Writing for Media | 4.00 |
| MUS-105 | Music Appreciation | 3.00 |
| MUS-111 | Music Theory I | 3.00 |
| MUS-112 | Music Theory I | 3.00 |
| MUS-113 | Music Theory I | 3.00 |
| MUS-205 | Music Literature: History of Jazz | 4.00 |
| MUS-206 | Music Literature: History of Rock | 4.00 |
| MUS-211 | Music Theory II | 3.00 |
| MUS-212 | Music Theory II | 3.00 |
| MUS-213 | Music Theory II | 3.00 |
| PHL-101 | Philosophical Problems | 4.00 |

| | | |
|---|---|---|
| PHL-102 | Ethics | 4.00 |
| PHL-103 | Critical Reasoning | 4.00 |
| PHL-205 | Moral Issues | 4.00 |
| PHL-210 | Philosophy of Religion | 4.00 |
| PHL-213 | Asian Philosophy | 4.00 |
| PHL-216 | Ancient Philosophy | 4.00 |
| R-101 | Judaism and Foundations of Religion | 4.00 |
| R-102 | Christianity and Islam | 4.00 |
| R-103 | Asian Religions | 4.00 |
| R-204 | History of Christianity | 4.00 |
| R-210 | World Religions | 4.00 |
| R-211 | History of the Old Testament | 4.00 |
| R-212 | History of the New Testament | 4.00 |
| SPN-201 | Second-Year Spanish I | 4.00 |
| SPN-202 | Second-Year Spanish II | 4.00 |
| SPN-203 | Second-Year Spanish III | 4.00 |
| SSC-160 | Faith & Reason | 4.00 |
| TA-101 | Appreciation of Theatre | 4.00 |
| TA-102 | Appreciation of Theatre | 4.00 |
| TA-103 | Appreciation of Theatre | 4.00 |
| TA-111 | Fundamentals of Technical Theatre | 4.00 |
| TA-122 | Costuming II | 3.00 |
| TA-123 | Costuming III | 3.00 |
| TA-141 | Acting I | 4.00 |
| TA-142 | Acting II | 4.00 |
| TA-143 | Acting III | 4.00 |
| TA-153 | Theatre Rehearsal & Performance | 3.00 |
| WR-240 | Creative Nonfiction Writing I | 4.00 |
| WR-241 | Fiction Writing I | 4.00 |

| | | |
|---|---|---|
| WR-242 | Poetry Writing I | 4.00 |
| WR-243 | Playwriting I | 4.00 |
| WR-244 | Fiction Writing II | 4.00 |
| WR-245 | Poetry Writing II | 4.00 |
| WR-246 | Publishing Literature: Reading and Revising for Publication | 4.00 |
| WR-247 | Playwriting II | 4.00 |
| WR-248 | Publishing Literature: Editing and Marketing for Publication | 4.00 |
| WR-250 | Publishing Literature: Designing and Promoting for Publication | 4.00 |
| WR-262 | Introduction to Screenwriting | 4.00 |
| WR-265 | Digital Storytelling | 4.00 |
| WR-270 | Creative Nonfiction Writing II: Food Writing | 4.00 |
| WS-101 | Introduction to Women's Studies | 4.00 |

## Social Science

4 courses from 2 or more disciplines

Each course must be at least 3 credits

## Social Science Course List

| | | |
|---|---|---|
| HST-201Z | United States History I | 4.00 |
| or HST-202Z | United States History II | |
| or HST-203Z | United States History III | |
| AND | | |
| ANT-103 | Cultural Anthropology | 4.00 |
| or GEO-110 | Cultural & Human Geography | |
| AND | | |
| PS-201 | American Government and Politics | 4.00 |
| AND | | |
| PSY-201Z | Introduction to Psychology I | 4.00 |
| or PSY-202Z | Introduction to Psychology II | |
| or PSY-215 | Introduction to Developmental Psychology | |

## Science/Math/Computer Science

3 courses

Each course must be at least 4 credits

## Science/Math/Computer Science Course List

| | | |
|---|---|---|
| BI-101 | General Biology; Cellular Biology | 4.00 |
| or BI-102 | General Biology; Animal Systems | |
| or BI-103 | General Biology; Plants & The Ecosystem | |
| AND | | |
| G-101 | General Geology | 4.00 |
| or G-102 | General Geology | |
| or G-103 | General Geology | |
| AND | | |
| GS-104 | Earth System Science | 4.00 |
| or GS-105 | Earth System Science | |
| or GS-106 | Earth System Science | |
| OR any of the following AAOT science lab courses | | |
| ASC-175 | Integrated Science Inquiry | 4.00 |
| ASC-176 | Integrated Science Inquiry | 4.00 |
| ASC-177 | Integrated Science Inquiry | 4.00 |
| BI-101 | General Biology; Cellular Biology | 4.00 |
| BI-102 | General Biology; Animal Systems | 4.00 |
| BI-103 | General Biology; Plants & The Ecosystem | 4.00 |
| BI-112 | General Biology for Health Sciences | 4.00 |
| BI-160L | Bird Identification & Taxonomy with Lab | 4.00 |
| BI-165CL | Natural History of the Oregon Coast with Lab | 4.00 |
| BI-165D | Natural History of the Western Deserts | 4.00 |
| BI-175 | Integrated Science Inquiry | 4.00 |
| BI-176 | Integrated Science Inquiry | 4.00 |

| | | |
|---|---|---|
| BI-177 | Integrated Science Inquiry | 4.00 |
| BI-204 | Elementary Microbiology | 4.00 |
| BI-215 | General Zoology | 4.00 |
| BI-216 | General Zoology | 4.00 |
| BI-217 | General Zoology | 4.00 |
| BI-221Z | Principles of Biology: Cells | 5.00 |
| BI-222Z | Principles of Biology: Organisms | 5.00 |
| BI-223Z | Principles of Biology: Ecology and Evolution | 5.00 |
| BI-231Z | Human Anatomy and Physiology I | 4.00 |
| BI-232Z | Human Anatomy and Physiology II | 4.00 |
| BI-233Z | Human Anatomy and Physiology III | 4.00 |
| BI-234 | Introductory Microbiology | 4.00 |
| CH-104Z<br>& CH-124Z | Introduction to Chemistry<br>and Introduction to Chemistry Lab | 5.00 |
| CH-105<br>& CH-125 | Introduction to Chemistry II<br>and Course CH-125 Not Found | 5.00 |
| CH-106<br>& CH-126 | Introduction to Chemistry III<br>and Course CH-126 Not Found | 5.00 |
| CH-114 | Chemistry in Art | 4.00 |
| CH-221Z<br>& CH-227Z | General Chemistry I<br>and General Chemistry I Laboratory | 5.00 |
| CH-222Z<br>& CH-228Z | General Chemistry II<br>and General Chemistry II Laboratory | 5.00 |
| CH-223Z<br>& CH-229Z | General Chemistry III<br>and General Chemistry III Laboratory | 5.00 |
| ESR-171 | Introduction to Environmental Science | 4.00 |
| ESR-172 | Introduction to Climate Change | 4.00 |
| ESR-173 | Introduction to Sustainability | 4.00 |
| G-101 | General Geology | 4.00 |
| G-102 | General Geology | 4.00 |

| | | |
|---|---|---|
| G-103 | General Geology | 4.00 |
| G-148 | Volcanoes & Earthquakes | 4.00 |
| G-201 | General Geology | 4.00 |
| G-202 | General Geology | 4.00 |
| G-203 | General Geology | 4.00 |
| GS-104 | Earth System Science | 4.00 |
| GS-105 | Earth System Science | 4.00 |
| GS-106 | Earth System Science | 4.00 |
| GS-107 | Astronomy | 4.00 |
| PH-121 | Astronomy | 4.00 |
| PH-122 | General Astronomy | 4.00 |
| PH-123 | General Astronomy | 4.00 |
| PH-201 | General Physics | 5.00 |
| PH-202 | General Physics | 5.00 |
| PH-203 | General Physics | 5.00 |
| PH-211 | General Physics With Calculus | 5.00 |
| PH-212 | General Physics With Calculus | 5.00 |
| PH-213 | General Physics With Calculus | 5.00 |
| Z-201 | General Zoology | 4.00 |
| Z-202 | General Zoology | 4.00 |
| Z-203 | General Zoology | 4.00 |

## Cultural Literacy

1 course

## Cultural Literacy Course List

| | | |
|---|---|---|
| ANT-103 | Cultural Anthropology | 4.00 |
| ART-204 | History of Art/Ancient Through Medieval | 4.00 |
| ART-205 | History of Art/Romanesque Through Baroque | 4.00 |
| ART-206 | History of Art/Enlightenment Through Contemporary | 4.00 |

| | | |
|---|---|---|
| ASL-201 | Second-Year American Sign Language I | 4.00 |
| ASL-202 | Second-Year American Sign Language II | 4.00 |
| ASL-203 | Second-Year American Sign Language III | 4.00 |
| COMM-126 | Intro to Communication, Gender, and Sexuality | 4.00 |
| COMM-140 | Introduction to Intercultural Communication | 4.00 |
| COMM-218Z | Interpersonal Communication | 4.00 |
| COMM-219 | Small Group Discussion | 4.00 |
| ENG-107 | World Literature: Ancient Through Classical Times | 4.00 |
| ENG-108 | World Literature: Early Middle Ages through the 18th Century | 4.00 |
| ENG-109 | World Literature: The 19th through 21st Centuries | 4.00 |
| ENG-213 | U.S. Latinx Literature | 4.00 |
| ENG-240 | Native American Mythology | 4.00 |
| ENG-241 | Norse Mythology | 4.00 |
| ENG-243 | African Mythology | 4.00 |
| ENG-250 | Greek Mythology | 4.00 |
| ENG-251 | Celtic Mythology | 4.00 |
| ENG-252 | Hindu Mythology | 4.00 |
| ENG-261 | Literature of Science Fiction | 4.00 |
| ENG-271 | World Literature: Ancient Through Classical Times | 4.00 |
| ENG-272 | World Literature: Early Middle Ages through the 18th Century | 4.00 |
| ENG-273 | World Literature: the 19th Through 21st Centuries | 4.00 |
| ENG-295 | Revolutionary Film | 4.00 |
| ES-101 | Introduction to Ethnic Studies | 4.00 |
| ES-211 | Introduction to Latino/a/x Studies | 4.00 |
| ES-221 | Introduction to Black Studies | 4.00 |
| ES-231 | Introduction to Southeast Asian and South Pacific Island Diaspora Studies | 4.00 |
| ES-241 | Introduction to Native American Studies | 4.00 |
| FR-201 | Second-Year French I | 4.00 |
| FR-202 | Second-Year French II | 4.00 |

| | | |
|---|---|---|
| FR-203 | Second-Year French III | 4.00 |
| GEO-110 | Cultural & Human Geography | 4.00 |
| HST-201Z | United States History I | 4.00 |
| HST-202Z | United States History II | 4.00 |
| HST-203Z | United States History III | 4.00 |
| HUM-160 | Faith & Reason | 4.00 |
| HUM-235 | Perspectives on Terrorism | 4.00 |
| MUS-206 | Music Literature: History of Rock | 4.00 |
| PHL-101 | Philosophical Problems | 4.00 |
| PHL-102 | Ethics | 4.00 |
| PHL-103 | Critical Reasoning | 4.00 |
| PHL-205 | Moral Issues | 4.00 |
| PHL-210 | Philosophy of Religion | 4.00 |
| PHL-213 | Asian Philosophy | 4.00 |
| PHL-216 | Ancient Philosophy | 4.00 |
| PSY-202Z | Introduction to Psychology II | 4.00 |
| R-101 | Judaism and Foundations of Religion | 4.00 |
| R-102 | Christianity and Islam | 4.00 |
| R-103 | Asian Religions | 4.00 |
| R-204 | History of Christianity | 4.00 |
| R-210 | World Religions | 4.00 |
| R-211 | History of the Old Testament | 4.00 |
| R-212 | History of the New Testament | 4.00 |
| SPN-201 | Second-Year Spanish I | 4.00 |
| SPN-202 | Second-Year Spanish II | 4.00 |
| SPN-203 | Second-Year Spanish III | 4.00 |
| SSC-160 | Faith & Reason | 4.00 |
| WR-241 | Fiction Writing I | 4.00 |
| WR-244 | Fiction Writing II | 4.00 |

| | | |
|---|---|---|
| WS-101 | Introduction to Women's Studies | 4.00 |

# Other Requirements

## Elementary Education Specific Requirements

5 courses

Each course must be at least 3 credits

Each public university will accept at least 3 out of the 5 courses as meeting major requirements.

## Elementary Education Specific Requirements Course List

| | | |
|---|---|---|
| ED-101 | Intro to Education Practicum & Seminar | 4.00 |
| ED-216 | Foundations of Education | 4.00 |
| ED-229 | Learning & Development | 3.00 |
| or HDF-247 | Preschool Through Adolescent Child Development | |
| ED-258 | Culturally Responsive Education | 3.00 |
| ED-269 | Overview of Special Education | 3.00 |

## Elective Courses

9 credits of Career Technical Education (CTE) courses are required (may include up to 12 credits)

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

Other courses numbered 100 or above may be used in this area

Recommended: ECE-154 Language & Literacy Development in Young Children, ENG-222 Children's and Young Adult Literature, ECE, or HDF courses

Please refer to the Elective Course List for courses that may be included

## Notes

All courses must be passed with a C or better

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

Reviewer

Comments

# Program Change Request

Date Submitted: 04/09/26 10:32 am

## Viewing: AA.TENGLISH : English (AAT)

Last approved: 04/03/26 9:14 am

Last edit: 04/09/26 10:32 am

Changes proposed by: George Burgess (george.burgess)

Catalog Pages Using this Program

English AAT

Change Type

## Program Contact Information

Are you the Faculty Contact Person?

No

### In Workflow

1. **Curriculum Office**
2. **ENGL Chair**
3. **DAFC Dean**
4. **Curriculum Office**
5. Curriculum Committee Approval

### Approval Path

1. 04/13/26 8:51 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 04/14/26 9:59 am Nicole Rosevear (nicolero): Approved for ENGL Chair
3. 04/14/26 11:48 am Danielle Hoffman (danielle.hoffman): Approved for DAFC Dean

### History

1. Oct 6, 2022 by clmig-kxayasene
2. Jan 17, 2023 by Megan Feagles (megan.feagles)
3. Jan 26, 2023 by Megan Feagles (megan.feagles)

4. Jan 26, 2023 by Megan Feagles (megan.feagles)
5. Apr 18, 2023 by Megan Feagles (megan.feagles)
6. Feb 16, 2024 by Megan Feagles (megan.feagles)
7. Mar 15, 2024 by Megan Feagles (megan.feagles)
8. Apr 5, 2024 by Megan Feagles (megan.feagles)
9. Apr 16, 2024 by Megan Feagles (megan.feagles)
10. May 17, 2024 by Megan Feagles (megan.feagles)
11. Jun 7, 2024 by Megan Feagles (megan.feagles)
12. Jun 10, 2024 by Megan Feagles (megan.feagles)
13. Jun 10, 2024 by Megan Feagles (megan.feagles)
14. Jun 10, 2024 by Megan Feagles (megan.feagles)
15. Jan 17, 2025 by Megan Feagles (megan.feagles)
16. Feb 7, 2025 by Megan Feagles (megan.feagles)
17. Apr 4, 2025 by Megan Feagles

(megan.feagles)
18. May 3, 2025 by Megan Feagles (megan.feagles)
19. May 5, 2025 by Megan Feagles (megan.feagles)
20. Jun 6, 2025 by Carol Burnell (carolb)
21. Feb 6, 2026 by Megan Feagles (megan.feagles)
22. Apr 3, 2026 by Megan Feagles (megan.feagles)

Faculty Contact Email

nicolero@clackamas.edu

## Program Overview

Name of Proposed Program

English (AAT)

| | |
|---|---|
| Program Code | AA.TENGLISH |
| Award (CCWD) | Associate of Arts Oregon Transfer (90-108 credits) (AAOT) |
| Type of Program (CCC) | Associate of Arts (AA) |
| Educational Focus Area | Creative Arts, Communication and Humanities |
| Effective Catalog Edition | 2026-2027 |
| Career Area | Arts, Information, and Communications |
| Department | English |
| Division | Academic Foundations and Connections (AFAC) |

Other locations (institutions) this Program will be offered

| | |
|---|---|
| CIP Code | 23.0101 - English Language and Literature, General. |

## Program Award Information

### Program Learning Outcomes (PLOs)

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

| | Outcome(s) |
|---|---|
| 1 | demonstrate understanding of literary works in context, including the ways texts engage notions of genre, culture, history, class, race, gender, and/or sexuality; |
| 2 | use a variety of written, verbal, and/or multimedia forms to respond to, analyze, and/or produce texts. |

Proposed Curriculum

Complete 90 credits from the following:

# Foundational Skills

## Writing

2 courses

Information literacy will be included in the Writing requirement

| | | |
|---|---|---|
| WR-121Z | Composition I | 4.00 |
| WR-122Z | Composition II | 4.00 |
| or WR-227Z | Technical Writing | |

## Literature

2 courses

Each course must be at least 3 credits

Any 200-Level English Course

## Mathematics

1 course

Not required at PSU for the BA; will count toward UNST placement

| | | |
|---|---|---|
| MTH-105Z | Math in Society | 4.00 |

Higher Level Math or Statistics

# General Education Distribution Areas

## Arts & Letters

2 courses

Each course must be at least 3 credits

At SOU & UO, students need two different prefixes to meet general education requirements (one ENG & one WR)

## Arts & Letters Course List

| | | |
|---|---|---|
| ENG-201 | Shakespeare | 4.00 |
| ENG-202 | Shakespeare | 4.00 |
| ENG-204 | British Literature: Ancient to Enlightenment | 4.00 |
| ENG-205 | British Literature: Romantic to Contemporary | 4.00 |
| ENG-213 | U.S. Latinx Literature | 4.00 |
| ENG-218 | Arthurian Literature | 4.00 |
| ENG-222 | Children's and Young Adult Literature | 4.00 |
| ENG-226 | Popular Literature | 4.00 |
| ENG-240 | Native American Mythology | 4.00 |
| ENG-241 | Norse Mythology | 4.00 |
| ENG-243 | African Mythology | 4.00 |
| ENG-250 | Greek Mythology | 4.00 |
| ENG-251 | Celtic Mythology | 4.00 |
| ENG-252 | Hindu Mythology | 4.00 |
| ENG-253 | American Literature: Pre-Columbian to Civil War | 4.00 |
| ENG-254 | American Literature: 1865 to Present | 4.00 |
| ENG-255 | American Literature: Topics in American Literature | 4.00 |
| ENG-260 | Introduction to Women Writers | 4.00 |
| ENG-261 | Literature of Science Fiction | 4.00 |

| | | |
|---|---|---|
| ENG-270 | Introduction to Literary Criticism | 4.00 |
| ENG-271 | World Literature: Ancient Through Classical Times | 4.00 |
| ENG-272 | World Literature: Early Middle Ages through the 18th Century | 4.00 |
| ENG-273 | World Literature: the 19th Through 21st Centuries | 4.00 |
| ENG-295 | Revolutionary Film | 4.00 |
| ENG-296 | Adaptation: Literature Into Film | 4.00 |
| WR-240 | Creative Nonfiction Writing I | 4.00 |
| WR-241 | Fiction Writing I | 4.00 |
| WR-242 | Poetry Writing I | 4.00 |
| WR-243 | Playwriting I | 4.00 |
| WR-244 | Fiction Writing II | 4.00 |
| WR-245 | Poetry Writing II | 4.00 |
| WR-246 | Publishing Literature: Reading and Revising for Publication | 4.00 |
| WR-247 | Playwriting II | 4.00 |
| WR-248 | Publishing Literature: Editing and Marketing for Publication | 4.00 |
| WR-250 | Publishing Literature: Designing and Promoting for Publication | 4.00 |
| WR-262 | Introduction to Screenwriting | 4.00 |
| WR-265 | Digital Storytelling | 4.00 |
| WR-270 | Creative Nonfiction Writing II: Food Writing | 4.00 |

## Social Science

2 courses

Each course must be at least 3 credits

## Social Science Course List

| | | |
|---|---|---|
| ANT-101 | Biological Anthropology | 4.00 |
| ANT-102 | Archaeology & Prehistory | 4.00 |
| ANT-103 | Cultural Anthropology | 4.00 |
| ANT-232 | Native Americans of North America | 4.00 |
| CJA-101 | Criminology | 4.00 |

| | | |
|---|---|---|
| CJA-201 | Juvenile Delinquency | 4.00 |
| EC-200 | Contemporary Economic Issues | 4.00 |
| EC-201Z | Principles of Microeconomics | 4.00 |
| EC-202Z | Principles of Macroeconomics | 4.00 |
| ES-101 | Introduction to Ethnic Studies | 4.00 |
| ES-211 | Introduction to Latino/a/x Studies | 4.00 |
| ES-221 | Introduction to Black Studies | 4.00 |
| ES-231 | Introduction to Southeast Asian and South Pacific Island Diaspora Studies | 4.00 |
| ES-241 | Introduction to Native American Studies | 4.00 |
| GEO-100 | Introduction to Physical Geography | 4.00 |
| GEO-110 | Cultural & Human Geography | 4.00 |
| GEO-130 | Introduction to Environmental Geography | 4.00 |
| GEO-208 | Geography of the United States & Canada | 4.00 |
| HST-101 | History of Western Civilization | 4.00 |
| HST-102 | History of Western Civilization | 4.00 |
| HST-103 | History of Western Civilization | 4.00 |
| HST-131 | History of Crime & Punishment in Western Civilization | 4.00 |
| HST-132 | History of Language and the Written Word in Western Civilization | 4.00 |
| HST-136 | History of Popular Culture, Entertainment & Sports in Western Civilization | 4.00 |
| HST-137 | History of Science, Medicine, & Technology in Western Civilization | 4.00 |
| HST-201Z | United States History I | 4.00 |
| HST-202Z | United States History II | 4.00 |
| HST-203Z | United States History III | 4.00 |
| HUM-160 | Faith & Reason | 4.00 |
| PS-200 | Introduction to Political Science | 4.00 |
| PS-201 | American Government and Politics | 4.00 |
| PS-203 | State and Local Governments | 4.00 |
| PS-204 | Introduction to Comparative Politics | 4.00 |
| PS-205 | International Relations | 4.00 |

| | | |
|---|---|---|
| PS-225 | Introduction to Political Ideologies | 4.00 |
| PS-297 | Introduction to Environmental Politics | 4.00 |
| PSY-201Z | Introduction to Psychology I | 4.00 |
| PSY-202Z | Introduction to Psychology II | 4.00 |
| PSY-215 | Introduction to Developmental Psychology | 4.00 |
| PSY-219 | Introduction to Psychological Disorders | 4.00 |
| PSY-231 | Introduction to Human Sexuality | 4.00 |
| SOC-204Z | Introduction to Sociology | 4.00 |
| SOC-205Z | Social Change and Institutions | 4.00 |
| SOC-206Z | Social Problems | 4.00 |
| SOC-207 | Social Stratification & Social Systems | 4.00 |
| SOC-210 | Marriage, Family, & Intimate Relations | 4.00 |
| SSC-160 | Faith & Reason | 4.00 |
| SSC-235 | Perspectives on Terrorism | 4.00 |
| WS-101 | Introduction to Women's Studies | 4.00 |

## Natural Science

2 lab science courses

Each course must be at least 4 credits

## Natural Science Course List

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

| | | |
|---|---|---|
| BI-165D | Natural History of the Western Deserts | 4.00 |
| BI-175 | Integrated Science Inquiry | 4.00 |
| BI-176 | Integrated Science Inquiry | 4.00 |
| BI-177 | Integrated Science Inquiry | 4.00 |
| BI-204 | Elementary Microbiology | 4.00 |
| BI-215 | General Zoology | 4.00 |
| BI-216 | General Zoology | 4.00 |
| BI-217 | General Zoology | 4.00 |
| BI-221Z | Principles of Biology: Cells | 5.00 |
| BI-222Z | Principles of Biology: Organisms | 5.00 |
| BI-223Z | Principles of Biology: Ecology and Evolution | 5.00 |
| BI-231Z | Human Anatomy and Physiology I | 4.00 |
| BI-232Z | Human Anatomy and Physiology II | 4.00 |
| BI-233Z | Human Anatomy and Physiology III | 4.00 |
| BI-234 | Introductory Microbiology | 4.00 |
| CH-104Z<br>& CH-124Z | Introduction to Chemistry<br>and Introduction to Chemistry Lab | 5.00 |
| CH-105<br>& CH-125 | Introduction to Chemistry II<br>and Course CH-125 Not Found | 5.00 |
| CH-106<br>& CH-126 | Introduction to Chemistry III<br>and Course CH-126 Not Found | 5.00 |
| CH-114 | Chemistry in Art | 4.00 |
| CH-221Z<br>& CH-227Z | General Chemistry I<br>and General Chemistry I Laboratory | 5.00 |
| CH-222Z<br>& CH-228Z | General Chemistry II<br>and General Chemistry II Laboratory | 5.00 |
| CH-223Z<br>& CH-229Z | General Chemistry III<br>and General Chemistry III Laboratory | 5.00 |
| ESR-171 | Introduction to Environmental Science | 4.00 |
| ESR-172 | Introduction to Climate Change | 4.00 |

| | | |
|---|---|---|
| ESR-173 | Introduction to Sustainability | 4.00 |
| G-101 | General Geology | 4.00 |
| G-102 | General Geology | 4.00 |
| G-103 | General Geology | 4.00 |
| G-148 | Volcanoes & Earthquakes | 4.00 |
| G-201 | General Geology | 4.00 |
| G-202 | General Geology | 4.00 |
| G-203 | General Geology | 4.00 |
| GS-104 | Earth System Science | 4.00 |
| GS-105 | Earth System Science | 4.00 |
| GS-106 | Earth System Science | 4.00 |
| GS-107 | Astronomy | 4.00 |
| PH-121 | Astronomy | 4.00 |
| PH-122 | General Astronomy | 4.00 |
| PH-123 | General Astronomy | 4.00 |
| PH-201 | General Physics | 5.00 |
| PH-202 | General Physics | 5.00 |
| PH-203 | General Physics | 5.00 |
| PH-211 | General Physics With Calculus | 5.00 |
| PH-212 | General Physics With Calculus | 5.00 |
| PH-213 | General Physics With Calculus | 5.00 |
| Z-201 | General Zoology | 4.00 |
| Z-202 | General Zoology | 4.00 |
| Z-203 | General Zoology | 4.00 |

## Cultural Literacy

1 course

## Cultural Literacy Course List

| | | |
|---|---|---|
| ANT-102 | Archaeology & Prehistory | 4.00 |

| | | |
|---|---|---|
| ANT-103 | Cultural Anthropology | 4.00 |
| ANT-232 | Native Americans of North America | 4.00 |
| ASL-203 | Second-Year American Sign Language III | 4.00 |
| ENG-213 | U.S. Latinx Literature | 4.00 |
| ENG-240 | Native American Mythology | 4.00 |
| ENG-241 | Norse Mythology | 4.00 |
| ENG-243 | African Mythology | 4.00 |
| ENG-250 | Greek Mythology | 4.00 |
| ENG-251 | Celtic Mythology | 4.00 |
| ENG-252 | Hindu Mythology | 4.00 |
| ENG-261 | Literature of Science Fiction | 4.00 |
| ENG-271 | World Literature: Ancient Through Classical Times | 4.00 |
| ENG-272 | World Literature: Early Middle Ages through the 18th Century | 4.00 |
| ENG-273 | World Literature: the 19th Through 21st Centuries | 4.00 |
| ENG-295 | Revolutionary Film | 4.00 |
| ES-101 | Introduction to Ethnic Studies | 4.00 |
| ES-211 | Introduction to Latino/a/x Studies | 4.00 |
| ES-221 | Introduction to Black Studies | 4.00 |
| ES-231 | Introduction to Southeast Asian and South Pacific Island Diaspora Studies | 4.00 |
| ES-241 | Introduction to Native American Studies | 4.00 |
| FR-203 | Second-Year French III | 4.00 |
| GEO-100 | Introduction to Physical Geography | 4.00 |
| GEO-110 | Cultural & Human Geography | 4.00 |
| GEO-130 | Introduction to Environmental Geography | 4.00 |
| GEO-208 | Geography of the United States & Canada | 4.00 |
| HST-101 | History of Western Civilization | 4.00 |
| HST-102 | History of Western Civilization | 4.00 |
| HST-103 | History of Western Civilization | 4.00 |
| HST-131 | History of Crime & Punishment in Western Civilization | 4.00 |

| | | |
|---|---|---|
| HST-132 | History of Language and the Written Word in Western Civilization | 4.00 |
| HST-136 | History of Popular Culture, Entertainment & Sports in Western Civilization | 4.00 |
| HST-137 | History of Science, Medicine, & Technology in Western Civilization | 4.00 |
| HST-201Z | United States History I | 4.00 |
| HST-202Z | United States History II | 4.00 |
| HST-203Z | United States History III | 4.00 |
| HUM-160 | Faith & Reason | 4.00 |
| PS-200 | Introduction to Political Science | 4.00 |
| PSY-202Z | Introduction to Psychology II | 4.00 |
| PSY-219 | Introduction to Psychological Disorders | 4.00 |
| PSY-231 | Introduction to Human Sexuality | 4.00 |
| SOC-204Z | Introduction to Sociology | 4.00 |
| SOC-205Z | Social Change and Institutions | 4.00 |
| SOC-206Z | Social Problems | 4.00 |
| SOC-207 | Social Stratification & Social Systems | 4.00 |
| SOC-210 | Marriage, Family, & Intimate Relations | 4.00 |
| SPN-203 | Second-Year Spanish III | 4.00 |
| SSC-160 | Faith & Reason | 4.00 |
| SSC-235 | Perspectives on Terrorism | 4.00 |
| WR-241 | Fiction Writing I | 4.00 |
| WR-244 | Fiction Writing II | 4.00 |
| WS-101 | Introduction to Women's Studies | 4.00 |

# Other Requirements

## World Languages

1 course

Students transferring to EOU should be aware that they only offer Spanish

## World Languages Course List

| | | |
|---|---|---|
| ASL-203 | Second-Year American Sign Language III | 4.00 |
| FR-203 | Second-Year French III | 4.00 |
| SPN-203 | Second-Year Spanish III | 4.00 |

## Elective Courses

Any college-level course that would bring total credits to 90 credits
Other courses numbered 100 or above may be used in this area, which may include up to 12 credits of career technical courses
Please refer to the Elective Course List for courses that may be included
Students should take courses to satisfy their minor of choice that will transfer to the Oregon public university of their choice. Please work with an English Department Advisor to identify possible courses to satisfy a specific minor at a partnering institution

## Recommended Elective Course List

| | | |
|---|---|---|
| ENG-104Z | Introduction to Fiction | 4.00 |
| ENG-105Z | Introduction to Drama | 4.00 |
| ENG-106Z | Introduction to Poetry | 4.00 |
| ENG-116 | Introduction to Literature: Comics | 4.00 |
| ENG-121 | Mystery Fiction | 4.00 |
| ENG-194 | Introduction to Film | 4.00 |
| ENG-195 | American Film | 4.00 |
| ENG-230 | Documentary Film | 4.00 |
| ENG-297 | A.S. Degree Portfolio (Recommended) | 1.00 |
| WR-140 | Introduction to Writing Creatively | 4.00 |
| WR-240 | Creative Nonfiction Writing I | 4.00 |
| WR-241 | Fiction Writing I | 4.00 |
| WR-242 | Poetry Writing I | 4.00 |
| WR-243 | Playwriting I | 4.00 |
| WR-244 | Fiction Writing II | 4.00 |
| WR-245 | Poetry Writing II | 4.00 |
| WR-246 | Publishing Literature: Reading and Revising for Publication | 4.00 |
| WR-247 | Playwriting II | 4.00 |

| | | |
|---|---|---|
| WR-248 | Publishing Literature: Editing and Marketing for Publication | 4.00 |
| WR-250 | Publishing Literature: Designing and Promoting for Publication | 4.00 |
| WR-262 | Introduction to Screenwriting | 4.00 |
| WR-265 | Digital Storytelling | 4.00 |
| WR-268 | Creative Nonfiction Writing II: Nature Writing | 4.00 |
| WR-270 | Creative Nonfiction Writing II: Food Writing | 4.00 |

or any PHL, MUS, MUP, TA, HST, or additional BI or Physical Science courses

## Notes

All courses must be passed with a C or better

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

Reviewer

Comments

Key: 80

# Program Change Request

Date Submitted: 04/09/26 10:20 am

## Viewing: NA.OTM : Oregon Transfer Module

Last approved: 04/03/26 9:15 am

Last edit: 04/09/26 10:20 am

Changes proposed by: George Burgess (george.burgess)

Catalog Pages Using this Program

Oregon Transfer Module (OTM)

Change Type

## Program Contact Information

Are you the Faculty Contact Person?

Yes

### In Workflow

1. **Curriculum Office**
2. **CURR Chair**
3. **DIEP Dean**
4. **Curriculum Office**
5. Curriculum Committee Approval

### Approval Path

1. 04/13/26 8:52 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 05/05/26 8:17 am Dru Urbassik (dru.urbassik): Approved for CURR Chair
3. 05/05/26 3:34 pm Anne Innis (anne.innis): Approved for DIEP Dean

### History

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

4. Jan 24, 2023 by Megan Feagles (megan.feagles)
5. Jan 25, 2023 by Megan Feagles (megan.feagles)
6. Apr 18, 2023 by Megan Feagles (megan.feagles)
7. Feb 16, 2024 by Megan Feagles (megan.feagles)
8. Mar 11, 2024 by Megan Feagles (megan.feagles)
9. Mar 15, 2024 by Megan Feagles (megan.feagles)
10. Apr 5, 2024 by Megan Feagles (megan.feagles)
11. May 17, 2024 by Megan Feagles (megan.feagles)
12. Jun 7, 2024 by Megan Feagles (megan.feagles)
13. Jun 10, 2024 by Megan Feagles (megan.feagles)
14. Jan 17, 2025 by Megan Feagles (megan.feagles)
15. Feb 7, 2025 by Megan Feagles (megan.feagles)
16. Apr 4, 2025 by Megan Feagles (megan.feagles)
17. Apr 18, 2025 by Megan Feagles

(megan.feagles)
18. May 3, 2025 by Megan Feagles (megan.feagles)
19. Jun 6, 2025 by Megan Feagles (megan.feagles)
20. Feb 6, 2026 by Megan Feagles (megan.feagles)
21. Apr 3, 2026 by Megan Feagles (megan.feagles)

## Program Overview

Name of Proposed Program

Oregon Transfer Module

| | |
|---|---|
| Program Code | NA.OTM |
| Award (CCWD) | No Formal Award (NFA) |
| Type of Program (CCC) | Oregon Transfer Module (OTM) |
| Educational Focus Area | |
| Effective Catalog Edition | 2026-2027 |
| Career Area | Arts, Information, and Communications |
| Department | Curriculum and Scheduling |
| Division | Institutional Effectiveness & Planning (IEP) |

Other locations (institutions) this Program will be offered

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

## Program Award Information

### Program Learning Outcomes (PLOs)

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

Proposed Curriculum

Complete 45 credits from the following:

# Foundational Skills

## Writing

2 courses

Information literacy will be included in the Writing Requirement

| | | |
|---|---|---|
| WR-121Z | Composition I | 4.00 |
| WR-122Z | Composition II | 4.00 |
| or WR-227Z | Technical Writing | |

## Oral Communication

1 course

| | | |
|---|---|---|
| COMM-111Z | Public Speaking | 4.00 |

## Mathematics

1 course

| | | |
|---|---|---|
| MTH-105Z | Math in Society | 4.00 |
| MTH-111Z | Precalculus I: Functions | 4.00 |
| MTH-112Z | Precalculus II: Trigonometry | 4.00 |
| MTH-211 | Fundamentals of Elementary Math I | 4.00 |
| MTH-212 | Fundamentals of Elementary Math II | 4.00 |
| MTH-213 | Fundamentals of Elementary Math III | 4.00 |
| MTH-251Z | Differential Calculus | 4.00 |

# General Education Distribution Areas

## Arts & Letters

3 courses

## Arts & Letters Course List

| | | |
|---|---|---|
| ART-101 | Art Appreciation | 3.00 |
| ART-115 | Basic Design: 2-Dimensional Design | 4.00 |
| ART-117 | Basic Design: 3-Dimensional Composition | 4.00 |
| ART-131 | Introduction to Drawing | 4.00 |
| ART-204 | History of Art/Ancient Through Medieval | 4.00 |
| ART-205 | History of Art/Romanesque Through Baroque | 4.00 |
| ART-206 | History of Art/Enlightenment Through Contemporary | 4.00 |
| ART-232 | Life Drawing (Figure Emphasis) | 4.00 |
| ART-233 | Drawing for Comics | 4.00 |
| ART-250 | Ceramics/Beginning | 4.00 |
| ART-252 | Ceramics/Wheel-Throwing I | 4.00 |
| ART-253 | Ceramics/Intermediate | 4.00 |
| ART-255 | Ceramics/Wheel-Throwing II | 4.00 |
| ART-281 | Painting: Still Life/Beginning | 4.00 |
| ART-282 | Painting: The Figure/Beginning | 4.00 |
| ART-283 | Painting: Landscapes/Beginning | 4.00 |
| ART-284 | Painting: Still Life/Intermediate | 4.00 |
| ART-285 | Painting: The Figure/Intermediate | 4.00 |
| ART-286 | Painting: Landscapes/Intermediate | 4.00 |
| ART-291 | Sculpture | 4.00 |
| ART-292 | Sculpture (Figure Emphasis) | 4.00 |
| ART-293 | Sculpture (Metal Emphasis) | 4.00 |
| ASL-201 | Second-Year American Sign Language I | 4.00 |
| ASL-202 | Second-Year American Sign Language II | 4.00 |
| ASL-203 | Second-Year American Sign Language III | 4.00 |

| | | |
|---|---|---|
| COMM-112 | Persuasive Speaking | 4.00 |
| COMM-126 | Intro to Communication, Gender, and Sexuality | 4.00 |
| COMM-140 | Introduction to Intercultural Communication | 4.00 |
| COMM-212 | Mass Media & Society | 4.00 |
| COMM-218Z | Interpersonal Communication | 4.00 |
| COMM-219 | Small Group Discussion | 4.00 |
| COMM-227 | Nonverbal Communication | 4.00 |
| ENG-107 | World Literature: Ancient Through Classical Times | 4.00 |
| ENG-104Z | Introduction to Fiction | 4.00 |
| ENG-105Z | Introduction to Drama | 4.00 |
| ENG-106Z | Introduction to Poetry | 4.00 |
| ENG-108 | World Literature: Early Middle Ages through the 18th Century | 4.00 |
| ENG-109 | World Literature: The 19th through 21st Centuries | 4.00 |
| ENG-116 | Introduction to Literature: Comics | 4.00 |
| ENG-121 | Mystery Fiction | 4.00 |
| ENG-194 | Introduction to Film | 4.00 |
| ENG-195 | American Film | 4.00 |
| ENG-201 | Shakespeare | 4.00 |
| ENG-202 | Shakespeare | 4.00 |
| ENG-204 | British Literature: Ancient to Enlightenment | 4.00 |
| ENG-205 | British Literature: Romantic to Contemporary | 4.00 |
| ENG-213 | U.S. Latinx Literature | 4.00 |
| ENG-218 | Arthurian Literature | 4.00 |
| ENG-222 | Children's and Young Adult Literature | 4.00 |
| ENG-226 | Popular Literature | 4.00 |
| ENG-240 | Native American Mythology | 4.00 |
| ENG-241 | Norse Mythology | 4.00 |
| ENG-243 | African Mythology | 4.00 |
| ENG-250 | Greek Mythology | 4.00 |

| | | |
|---|---|---|
| ENG-251 | Celtic Mythology | 4.00 |
| ENG-252 | Hindu Mythology | 4.00 |
| ENG-253 | American Literature: Pre-Columbian to Civil War | 4.00 |
| ENG-254 | American Literature: 1865 to Present | 4.00 |
| ENG-255 | American Literature: Topics in American Literature | 4.00 |
| ENG-260 | Introduction to Women Writers | 4.00 |
| ENG-261 | Literature of Science Fiction | 4.00 |
| ENG-270 | Introduction to Literary Criticism | 4.00 |
| ENG-271 | World Literature: Ancient Through Classical Times | 4.00 |
| ENG-272 | World Literature: Early Middle Ages through the 18th Century | 4.00 |
| ENG-273 | World Literature: the 19th Through 21st Centuries | 4.00 |
| ENG-295 | Revolutionary Film | 4.00 |
| ENG-296 | Adaptation: Literature Into Film | 4.00 |
| FR-201 | Second-Year French I | 4.00 |
| FR-202 | Second-Year French II | 4.00 |
| FR-203 | Second-Year French III | 4.00 |
| HUM-160 | Faith & Reason | 4.00 |
| HUM-235 | Perspectives on Terrorism | 4.00 |
| J-211 | Mass Media & Society | 4.00 |
| J-216 | Writing for Media | 4.00 |
| MUS-105 | Music Appreciation | 3.00 |
| MUS-111 | Music Theory I | 3.00 |
| MUS-112 | Music Theory I | 3.00 |
| MUS-113 | Music Theory I | 3.00 |
| MUS-205 | Music Literature: History of Jazz | 4.00 |
| MUS-206 | Music Literature: History of Rock | 4.00 |
| MUS-211 | Music Theory II | 3.00 |
| MUS-212 | Music Theory II | 3.00 |
| MUS-213 | Music Theory II | 3.00 |

| | | |
|---|---|---|
| PHL-101 | Philosophical Problems | 4.00 |
| PHL-102 | Ethics | 4.00 |
| PHL-103 | Critical Reasoning | 4.00 |
| PHL-205 | Moral Issues | 4.00 |
| PHL-210 | Philosophy of Religion | 4.00 |
| PHL-213 | Asian Philosophy | 4.00 |
| PHL-216 | Ancient Philosophy | 4.00 |
| R-101 | Judaism and Foundations of Religion | 4.00 |
| R-102 | Christianity and Islam | 4.00 |
| R-103 | Asian Religions | 4.00 |
| R-204 | History of Christianity | 4.00 |
| R-210 | World Religions | 4.00 |
| R-211 | History of the Old Testament | 4.00 |
| R-212 | History of the New Testament | 4.00 |
| SPN-201 | Second-Year Spanish I | 4.00 |
| SPN-202 | Second-Year Spanish II | 4.00 |
| SPN-203 | Second-Year Spanish III | 4.00 |
| SSC-160 | Faith & Reason | 4.00 |
| TA-101 | Appreciation of Theatre | 4.00 |
| TA-102 | Appreciation of Theatre | 4.00 |
| TA-103 | Appreciation of Theatre | 4.00 |
| TA-111 | Fundamentals of Technical Theatre | 4.00 |
| TA-122 | Costuming II | 3.00 |
| TA-123 | Costuming III | 3.00 |
| TA-141 | Acting I | 4.00 |
| TA-142 | Acting II | 4.00 |
| TA-143 | Acting III | 4.00 |
| TA-153 | Theatre Rehearsal & Performance | 3.00 |
| WR-240 | Creative Nonfiction Writing I | 4.00 |

| | | |
|---|---|---|
| WR-241 | Fiction Writing I | 4.00 |
| WR-242 | Poetry Writing I | 4.00 |
| WR-243 | Playwriting I | 4.00 |
| WR-244 | Fiction Writing II | 4.00 |
| WR-245 | Poetry Writing II | 4.00 |
| WR-246 | Publishing Literature: Reading and Revising for Publication | 4.00 |
| WR-247 | Playwriting II | 4.00 |
| WR-248 | Publishing Literature: Editing and Marketing for Publication | 4.00 |
| WR-250 | Publishing Literature: Designing and Promoting for Publication | 4.00 |
| WR-262 | Introduction to Screenwriting | 4.00 |
| WR-265 | Digital Storytelling | 4.00 |
| WR-270 | Creative Nonfiction Writing II: Food Writing | 4.00 |
| WS-101 | Introduction to Women's Studies | 4.00 |

## Social Science

3 courses

## Social Science Course List

| | | |
|---|---|---|
| ANT-101 | Biological Anthropology | 4.00 |
| ANT-102 | Archaeology & Prehistory | 4.00 |
| ANT-103 | Cultural Anthropology | 4.00 |
| ANT-232 | Native Americans of North America | 4.00 |
| CJA-101 | Criminology | 4.00 |
| CJA-201 | Juvenile Delinquency | 4.00 |
| EC-200 | Contemporary Economic Issues | 4.00 |
| EC-201Z | Principles of Microeconomics | 4.00 |
| EC-202Z | Principles of Macroeconomics | 4.00 |
| ES-101 | Introduction to Ethnic Studies | 4.00 |
| ES-211 | Introduction to Latino/a/x Studies | 4.00 |
| ES-221 | Introduction to Black Studies | 4.00 |

| | | |
|---|---|---|
| ES-231 | Introduction to Southeast Asian and South Pacific Island Diaspora Studies | 4.00 |
| ES-241 | Introduction to Native American Studies | 4.00 |
| GEO-100 | Introduction to Physical Geography | 4.00 |
| GEO-110 | Cultural & Human Geography | 4.00 |
| GEO-130 | Introduction to Environmental Geography | 4.00 |
| GEO-208 | Geography of the United States & Canada | 4.00 |
| HST-101 | History of Western Civilization | 4.00 |
| HST-102 | History of Western Civilization | 4.00 |
| HST-103 | History of Western Civilization | 4.00 |
| HST-131 | History of Crime & Punishment in Western Civilization | 4.00 |
| HST-132 | History of Language and the Written Word in Western Civilization | 4.00 |
| HST-136 | History of Popular Culture, Entertainment & Sports in Western Civilization | 4.00 |
| HST-137 | History of Science, Medicine, & Technology in Western Civilization | 4.00 |
| HST-201Z | United States History I | 4.00 |
| HST-202Z | United States History II | 4.00 |
| HST-203Z | United States History III | 4.00 |
| HUM-160 | Faith & Reason | 4.00 |
| PS-200 | Introduction to Political Science | 4.00 |
| PS-201 | American Government and Politics | 4.00 |
| PS-203 | State and Local Governments | 4.00 |
| PS-204 | Introduction to Comparative Politics | 4.00 |
| PS-205 | International Relations | 4.00 |
| PS-225 | Introduction to Political Ideologies | 4.00 |
| PS-297 | Introduction to Environmental Politics | 4.00 |
| PSY-201Z | Introduction to Psychology I | 4.00 |
| PSY-202Z | Introduction to Psychology II | 4.00 |
| PSY-215 | Introduction to Developmental Psychology | 4.00 |
| PSY-219 | Introduction to Psychological Disorders | 4.00 |
| PSY-231 | Introduction to Human Sexuality | 4.00 |

| | | |
|---|---|---|
| SOC-204Z | Introduction to Sociology | 4.00 |
| SOC-205Z | Social Change and Institutions | 4.00 |
| SOC-206Z | Social Problems | 4.00 |
| SOC-207 | Social Stratification & Social Systems | 4.00 |
| SOC-210 | Marriage, Family, & Intimate Relations | 4.00 |
| SSC-160 | Faith & Reason | 4.00 |
| SSC-235 | Perspectives on Terrorism | 4.00 |
| WS-101 | Introduction to Women's Studies | 4.00 |

## Science/Math/Computer Science

3 courses

Including at least 1 biological or physical science with a lab

## Science/Math/Computer Science Course List

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

| | | |
|---|---|---|
| BI-215 | General Zoology | 4.00 |
| BI-216 | General Zoology | 4.00 |
| BI-217 | General Zoology | 4.00 |
| BI-221Z | Principles of Biology: Cells | 5.00 |
| BI-222Z | Principles of Biology: Organisms | 5.00 |
| BI-223Z | Principles of Biology: Ecology and Evolution | 5.00 |
| BI-231Z | Human Anatomy and Physiology I | 4.00 |
| BI-232Z | Human Anatomy and Physiology II | 4.00 |
| BI-233Z | Human Anatomy and Physiology III | 4.00 |
| BI-234 | Introductory Microbiology | 4.00 |
| CH-104Z<br>& CH-124Z | Introduction to Chemistry<br>and Introduction to Chemistry Lab | 5.00 |
| CH-105<br>& CH-125 | Introduction to Chemistry II<br>and Course CH-125 Not Found | 5.00 |
| CH-106<br>& CH-126 | Introduction to Chemistry III<br>and Course CH-126 Not Found | 5.00 |
| CH-112Z | Chemistry for Health Professions | 4.00 |
| CH-114 | Chemistry in Art | 4.00 |
| CH-221Z<br>& CH-227Z | General Chemistry I<br>and General Chemistry I Laboratory | 5.00 |
| CH-222Z<br>& CH-228Z | General Chemistry II<br>and General Chemistry II Laboratory | 5.00 |
| CH-223Z<br>& CH-229Z | General Chemistry III<br>and General Chemistry III Laboratory | 5.00 |
| ESR-171 | Introduction to Environmental Science | 4.00 |
| ESR-172 | Introduction to Climate Change | 4.00 |
| ESR-173 | Introduction to Sustainability | 4.00 |
| G-101 | General Geology | 4.00 |
| G-102 | General Geology | 4.00 |
| G-103 | General Geology | 4.00 |

| | | |
|---|---|---|
| G-148 | Volcanoes & Earthquakes | 4.00 |
| G-201 | General Geology | 4.00 |
| G-202 | General Geology | 4.00 |
| G-203 | General Geology | 4.00 |
| GS-104 | Earth System Science | 4.00 |
| GS-105 | Earth System Science | 4.00 |
| GS-106 | Earth System Science | 4.00 |
| GS-107 | Astronomy | 4.00 |
| MTH-105Z | Math in Society | 4.00 |
| MTH-108 | Data Science Explorations | 4.00 |
| MTH-111Z | Precalculus I: Functions | 4.00 |
| MTH-112Z | Precalculus II: Trigonometry | 4.00 |
| MTH-211 | Fundamentals of Elementary Math I | 4.00 |
| MTH-212 | Fundamentals of Elementary Math II | 4.00 |
| MTH-213 | Fundamentals of Elementary Math III | 4.00 |
| MTH-244 | Statistics II | 4.00 |
| MTH-251Z | Differential Calculus | 4.00 |
| MTH-252Z | Integral Calculus | 4.00 |
| MTH-253Z | Calculus: Sequences and Series | 4.00 |
| MTH-254 | Vector Calculus | 5.00 |
| MTH-256 | Differential Equations | 4.00 |
| MTH-261 | Linear Algebra | 4.00 |
| PH-121 | Astronomy | 4.00 |
| PH-122 | General Astronomy | 4.00 |
| PH-123 | General Astronomy | 4.00 |
| PH-201 | General Physics | 5.00 |
| PH-202 | General Physics | 5.00 |
| PH-203 | General Physics | 5.00 |
| PH-211 | General Physics With Calculus | 5.00 |

| | | |
|---|---|---|
| PH-212 | General Physics With Calculus | 5.00 |
| PH-213 | General Physics With Calculus | 5.00 |
| STAT-243Z | Elementary Statistics I | 4.00 |
| Z-201 | General Zoology | 4.00 |
| Z-202 | General Zoology | 4.00 |
| Z-203 | General Zoology | 4.00 |

# Other Requirements

## Elective Courses

Combined with above must equal at least 45 credits

Courses must be from Arts & Letters, Social Science, or Science/Math/Computer Science disciplines above

## Notes

All courses must be passed with a C or better

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

All courses must be 100 level or higher

All courses must be at least 3 credits

Reviewer

Comments

# Program Amendments

| Program | Implementation |
|---|---|
| Music Technology AAS | 2026/SU |

# Program Change Request

Date Submitted: 05/27/26 4:25 pm

## Viewing: AAS.MUSICTECH : Music Technology

Last approved: 11/21/25 9:04 am

Last edit: 05/27/26 4:25 pm

Changes proposed by: David Badstubner (david.badstubner)

Catalog Pages Using this Program

Music Technology, AAS

Change Type

NWCCU Portal Update

## Program Contact Information

Are you the Faculty Contact Person?

Yes

### In Workflow

1. **Curriculum Office**
2. **MUSC Chair**
3. DASC Dean
4. Curriculum Office
5. Curriculum Committee Approval
6. CCWD Approval
7. NWCCU Approval

### Approval Path

1. 12/03/25 12:29 pm Dru Urbassik (dru.urbassik): Rollback to Initiator
2. 02/04/26 9:42 am Dru Urbassik (dru.urbassik): Rollback to Initiator
3. 05/18/26 8:55 am Megan Feagles (megan.feagles): Rollback to Initiator
4. 05/26/26 8:23 am Megan Feagles (megan.feagles): Rollback to Initiator
5. 05/28/26 6:20 am Megan Feagles (megan.feagles): Approved for Curriculum Office

### History

1. Jun 7, 2024 by David Badstubner (david.badstubner)
2. Aug 12, 2024 by Megan Feagles (megan.feagles)
3. Apr 18, 2025 by David Badstubner (david.badstubner)
4. Jun 6, 2025 by David Badstubner (david.badstubner)
5. Nov 21, 2025 by Kathleen Hollingsworth (kathleen.hollingswo

## Program Overview

Name of Proposed Program

Music Technology

| | |
|---|---|
| Program Code | AAS.MUSICTECH |
| Award (CCWD) | AAS Degree (90-108 credits) (AAS) |
| Type of Program (CCC) | Associate of Applied Science (AAS) |
| Educational Focus Area | Creative Arts, Communication and Humanities |
| Effective Catalog Edition | 2026-2027 |
| Career Area | Arts, Information, and Communications |
| Department | Music |
| Division | Arts and Sciences |

Other locations (institutions) this Program will be offered

| | |
|---|---|
| CIP Code | 50.0913 - Music Technology. |

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

No

Reason the Advisory Committee was not contacted.

Will Notify Advisory Committee once I can get this workflow approved with Dru. We've been working on rollbacks and program proposal back and forth.

## Program Award Information

### Program Learning Outcomes (PLOs)

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

| | Outcome(s) |
|---|---|
| 1 | complete recording projects illustrating advanced competence in professional audio recording techniques/technologies and the ability to complete the production process using appropriate software/hardware; |
| 2 | complete recording projects that include elements of music and audio in a digital format, including MIDI, sound sampling, synthesis, processing, editing, mixing, and display advanced competence and confidence in the use of associated software/hardware appropriate for these tasks in a professional setting; |
| 3 | produce a portfolio of production, recording, and mixing projects that demonstrate advanced preparedness for entry into a career related to music technology, and articulate with advanced competency and demonstration how this portfolio connects and relates to professional opportunities in that field; |
| 4 | critically analyze and discuss with advanced competence and vocabulary multimedia works (their own or others) in the context of music history, theory, and industry trends; |
| 5 | demonstrate an awareness of ethical, legal, and business considerations involved when creating audio works, including advanced professional skills and understanding related to documentation and rights licensing for copyright, fair use, etc. |
| 6 | produce, mix, edit, and treat audio for current media paradigms such as television, movies, video games, podcasts, social media platforms, etc. |

Proposed Curriculum

Plan of Study Grid

| | | |
|---|---|---|
| First Year | | |
| Fall Term | | Credits |
| MUS-107 | Introduction to Audio Recording I | 3.00 |
| MUS-141 | Introduction to the Music Business | 3.00 |
| MUS-142 | Introduction to Electronic Music I: MIDI | 3.00 |
| MUS-188 | Performance Attendance | 0.00 |
| WR-101 | Workplace Writing | 4.00 |
| or WR-121Z | or Composition I | |
| Program Basics | | 2.00-4.00 |
| ~~Electives~~ | | ~~3.00-4.00~~ |
| | Credits | 15-17 |
| Winter Term | | |
| Select one of the following: | | 4.00 |
| COMM-100Z | Introduction to Communication | |
| COMM-126 | Intro to Communication, Gender, and Sexuality | |
| COMM-140 | Introduction to Intercultural Communication | |
| COMM-218Z | Interpersonal Communication | |
| MTH-050 | Technical Mathematics I | 4.00 |
| or MTH-065 | or Algebra II | |
| MUS-108 | Introduction to Audio Recording II | 3.00 |
| ~~MUS-140~~ | ~~Careers in Music~~ | ~~3.00~~ |
| MUS-143 | Introduction to Electronic Music II: Sequencing, Audio Looping, Sound EFX | 3.00 |
| MUS-188 | Performance Attendance | 0.00 |
| Program Basics | | 2.00-4.00 |
| | Credits | 16-18 |
| Spring Term | | |
| EET-112 | Electronic Equipment and Assembly I | 1.00 |
| MUS-109 | Introduction to Audio Recording III | 3.00 |
| MUS-144 | Introduction to Electronic Music III: Digital Audio | 3.00 |
| MUS-145 | Location Audio, Livestreaming, and Advanced Audio Editing Techniques | 3.00 |
| MUS-188 | Performance Attendance | 0.00 |
| ~~MUS-280~~ | ~~Music/CWE~~ | ~~2.00~~ |
| Program Basics | | 2.00-4.00 |
| Electives | | 2.00-4.00 |
| | Credits | 14-18 |
| Second Year | | |
| Fall Term | | |
| ~~EET-112~~ | ~~Electronic Equipment and Assembly I~~ | ~~1.00~~ |
| MUS-101 | Music Fundamentals | 3.00 |

| | | |
|---|---|---|
| or MUS-111 | or Music Theory I | |
| MUS-148 | Live Sound Engineering | 3.00 |
| MUS-188 | Performance Attendance | 0.00 |
| MUS-207 | Advanced Audio Recording & Mixing I: Recording Techniques | 3.00 |
| MUS-242 | Advanced Electronic Music I: Synthesis and Instrument Design | 3.00 |
| MUS-247 | Sound for Media | 3.00 |
| PE/Health/Safety/First Aid requirement | | 1.00 |
| Program Basics | | 2.00 |
| | Credits | 18 |
| Winter Term | | |
| MUS-140 | Careers in Music | 3.00 |
| MUS-171 | Sound Design | 2.00 |
| MUS-188 | Performance Attendance | 0.00 |
| MUS-208 | Advanced Audio Recording & Mixing II: Editing & Mix Preparation | 3.00 |
| MUS-243 | Advanced Electronic Music II: Electronic Music Ensemble | 3.00 |
| MUS-248 | Live Sound Engineering II | 3.00 |
| Electives | | 3.00-4.00 |
| | Credits | 17-18 |
| Spring Term | | |
| BA-119 | Project Management Practices | 2.00 |
| MUS-188 | Performance Attendance | 0.00 |
| MUS-209 | Advanced Audio Recording & Mixing III: Mixing & Mastering Capstone | 3.00 |
| MUS-244 | Advanced Electronic Music III: Production Capstone | 3.00 |
| MUS-280 | Music/CWE | 2.00 |
| Program Basics | | 2.00-4.00 |
| Electives | | 3.00-4.00 |
| | Credits | 15-18 |
| | Total Credits | 95-107 |

# Program Basics

| | | |
|---|---|---|
| MUP-100 | Individual Lessons: Non-Music Majors | 1.00-2.00 |
| MUP-171 | Individual Lessons: Piano | 2.00 |
| MUP-171J | Individual Lessons: Jazz Piano | 2.00 |
| MUP-171R | Individual Lessons: Rock, Blues, Pop Piano | 2.00 |
| MUP-172 | Individual Lessons: Organ | 2.00 |
| MUP-174 | Individual Lessons: Voice | 2.00 |
| MUP-174J | Individual Lessons: Jazz Voice | 2.00 |

| | | |
|---|---|---|
| MUP-174R | Individual Lessons: Rock, Blues, Pop Voice | 2.00 |
| MUP-175 | Individual Lessons: Violin | 2.00 |
| MUP-176 | Individual Lessons: Viola | 2.00 |
| MUP-177 | Individual Lessons: Cello | 2.00 |
| MUP-178 | Individual Lessons: Bass | 2.00 |
| MUP-178J | Individual Lessons: Jazz Bass | 2.00 |
| MUP-178R | Individual Lessons: Rock, Blues, Pop Bass | 2.00 |
| MUP-179 | Individual Lessons: Harp | 2.00 |
| MUP-180 | Individual Lessons: Guitar | 2.00 |
| MUP-180J | Individual Lessons: Jazz Guitar | 2.00 |
| MUP-180R | Individual Lessons: Rock, Blues, Pop Guitar | 2.00 |
| MUP-181 | Individual Lessons: Flute | 2.00 |
| MUP-181J | Individual Lessons: Jazz Flute | 2.00 |
| MUP-182 | Individual Lessons: Oboe | 2.00 |
| MUP-183 | Individual Lessons: Clarinet | 2.00 |
| MUP-183J | Individual Lessons: Jazz Clarinet | 2.00 |
| MUP-184 | Individual Lessons: Saxophone | 2.00 |
| MUP-184J | Individual Lessons: Jazz Saxophone | 2.00 |
| MUP-185 | Individual Lessons: Bassoon | 2.00 |
| MUP-186 | Individual Lessons: Trumpet | 2.00 |
| MUP-186J | Individual Lessons: Jazz Trumpet | 2.00 |
| MUP-187 | Individual Lessons: French Horn | 2.00 |
| MUP-188 | Individual Lessons: Trombone | 2.00 |
| MUP-188J | Individual Lessons: Jazz Trombone | 2.00 |
| MUP-189 | Individual Lessons: Euphonium | 2.00 |
| MUP-190 | Individual Lessons: Tuba | 2.00 |
| MUP-191 | Individual Lessons: Percussion | 2.00 |
| MUP-191J | Individual Lessons: Jazz Percussion | 2.00 |
| MUP-191R | Individual Lessons: Rock, Blues, Pop Drumset | 2.00 |

| | | |
|---|---|---|
| MUP-192T | Individual Lessons: Audio Tech | 2.00 |
| MUP-271 | Individual Lessons: Piano | 2.00 |
| MUP-271J | Individual Lessons: Jazz Piano | 2.00 |
| MUP-271R | Individual Lessons: Rock, Blues, Pop Piano | 2.00 |
| MUP-272 | Individual Lessons: Organ | 2.00 |
| MUP-274 | Individual Lessons: Voice | 2.00 |
| MUP-274J | Individual Lessons: Jazz Voice | 2.00 |
| MUP-274R | Individual Lessons: Rock, Blues, Pop Voice | 2.00 |
| MUP-275 | Individual Lessons: Violin | 2.00 |
| MUP-276 | Individual Lessons: Viola | 2.00 |
| MUP-277 | Individual Lessons: Cello | 2.00 |
| MUP-278 | Individual Lessons: Bass | 2.00 |
| MUP-278J | Individual Lessons: Jazz Bass | 2.00 |
| MUP-278R | Individual Lessons: Rock, Blues, Pop Bass | 2.00 |
| MUP-279 | Individual Lessons: Harp | 2.00 |
| MUP-280 | Individual Lessons: Guitar | 2.00 |
| MUP-280J | Individual Lessons: Jazz Guitar | 2.00 |
| MUP-280R | Individual Lessons: Rock, Blues, Pop Guitar | 2.00 |
| MUP-281 | Individual Lessons: Flute | 2.00 |
| MUP-281J | Individual Lessons: Jazz Flute | 2.00 |
| MUP-282 | Individual Lessons: Oboe | 2.00 |
| MUP-283 | Individual Lessons: Clarinet | 2.00 |
| MUP-283J | Individual Lessons: Jazz Clarinet | 2.00 |
| MUP-284 | Individual Lessons: Saxophone | 2.00 |
| MUP-284J | Individual Lessons: Jazz Saxophone | 2.00 |
| MUP-285 | Individual Lessons: Bassoon | 2.00 |
| MUP-286 | Individual Lessons: Trumpet | 2.00 |
| MUP-286J | Individual Lessons: Jazz Trumpet | 2.00 |
| MUP-287 | Individual Lessons: French Horn | 2.00 |

| | | |
|---|---|---|
| MUP-288 | Individual Lessons: Trombone | 2.00 |
| MUP-288J | Individual Lessons: Jazz Trombone | 2.00 |
| MUP-289 | Individual Lessons: Euphonium | 2.00 |
| MUP-290 | Individual Lessons: Tuba | 2.00 |
| MUP-291 | Individual Lessons: Percussion | 2.00 |
| MUP-291J | Individual Lessons: Jazz Percussion | 2.00 |
| MUP-291R | Individual Lessons: Rock, Blues, Pop Drumset | 2.00 |
| MUP-292T | Individual Lessons: Audio Tech | 2.00 |
| MUS-101 | Music Fundamentals | 3.00 |
| MUS-102 | Applied Music Fundamentals | 3.00 |
| MUS-103 | Applied Music Fundamentals | 3.00 |
| MUS-104 | Applied Music Fundamentals | 3.00 |
| MUS-105 | Music Appreciation | 3.00 |
| MUS-111 | Music Theory I | 3.00 |
| MUS-112 | Music Theory I | 3.00 |
| MUS-113 | Music Theory I | 3.00 |
| MUS-131 | The Art of Piano Playing | 1.00 |
| MUS-132 | The Art of Piano Playing | 1.00 |
| MUS-133 | The Art of Piano Playing | 1.00 |
| MUS-134 | Group Voice: Anyone Can Sing | 1.00 |
| MUS-135 | Group Voice: Anyone Can Sing | 1.00 |
| MUS-136 | Group Voice: Anyone Can Sing | 1.00 |
| MUS-137 | Group Guitar I | 1.00 |
| MUS-138 | Group Guitar II | 1.00 |
| MUS-205 | Music Literature: History of Jazz | 4.00 |
| MUS-206 | Music Literature: History of Rock | 4.00 |

## Electives

Any DMC, FYE, HD, MUP, or MUS course not included in the program, or any of the following:

| | | |
|---|---|---|
| ANT-103 | Cultural Anthropology | 4.00 |
| ART-119 | Time-Based Art | 4.00 |
| ART-120 | Creativity/Ideation | 2.00 |
| ART-121 | Digital Tools | 2.00 |
| ART-161 | Photography I | 4.00 |
| ~~ART-162~~ | ~~Photography II~~ | ~~4.00~~ |
| ~~ART-261~~ | ~~Photography III~~ | ~~4.00~~ |
| ART-197 | Gallery Design & Management | 3.00 |
| ART-262 | Digital Photography & Photo-Imaging | 4.00 |
| BA-101Z | Introduction to Business | 4.00 |
| BA-111 | General Accounting I | 3.00 |
| BA-120 | Project Management Fundamentals | 4.00 |
| BA-131 | Introduction to Business Computing | 4.00 |
| BA-207 | Prepping for Business Success | 4.00 |
| BA-223 | Principles of Marketing | 4.00 |
| ~~BA-228~~ | ~~Computerized Accounting~~ | ~~4.00~~ |
| ~~BA-239~~ | ~~Advertising~~ | ~~4.00~~ |
| ~~COMM-112~~ | ~~Persuasive Speaking~~ | ~~4.00~~ |
| BA-270 | Social Media Marketing | 4.00 |
| CS-120 | Survey of Computing | 4.00 |
| ~~DMC-221~~ | ~~Introduction to 2D Animation: Design & Techniques~~ | ~~4.00~~ |
| ~~DMC-225~~ | ~~Computer Graphics I~~ | ~~4.00~~ |
| ~~DMC-226~~ | ~~Computer Graphics II~~ | ~~4.00~~ |
| ~~DMC-227~~ | ~~Computer Graphics III~~ | ~~4.00~~ |
| ~~MUP-100~~ | ~~Individual Lessons: Non-Music Majors~~ | ~~1.00~~ |
| ~~MUP-150~~ | ~~Contemporary Music Ensemble~~ | ~~2.00~~ |
| ~~MUS-101~~ | ~~Music Fundamentals~~ | ~~3.00~~ |
| ~~MUS-102~~ | ~~Applied Music Fundamentals~~ | ~~3.00~~ |
| ~~MUS-103~~ | ~~Applied Music Fundamentals~~ | ~~3.00~~ |

| | | |
|---|---|---|
| ~~MUS-104~~ | ~~Applied Music Fundamentals~~ | ~~3.00~~ |
| ~~MUS-105~~ | ~~Music Appreciation~~ | ~~3.00~~ |
| ~~MUS-131~~ | ~~The Art of Piano Playing~~ | ~~1.00~~ |
| ~~MUS-132~~ | ~~The Art of Piano Playing~~ | ~~1.00~~ |
| ~~MUS-133~~ | ~~The Art of Piano Playing~~ | ~~1.00~~ |
| ~~MUS-134~~ | ~~Group Voice: Anyone Can Sing~~ | ~~1.00~~ |
| ~~MUS-135~~ | ~~Group Voice: Anyone Can Sing~~ | ~~1.00~~ |
| ~~MUS-136~~ | ~~Group Voice: Anyone Can Sing~~ | ~~1.00~~ |
| ~~MUS-137~~ | ~~Group Guitar I~~ | ~~1.00~~ |
| ~~MUS-138~~ | ~~Group Guitar II~~ | ~~1.00~~ |
| ~~MUS-205~~ | ~~Music Literature: History of Jazz~~ | ~~4.00~~ |
| ~~MUS-206~~ | ~~Music Literature: History of Rock~~ | ~~4.00~~ |
| CS-122 | Personal Cybersecurity Fundamentals | 2.00 |
| CS-125H | HTML & Web Site Design | 4.00 |
| CS-140 | Introduction to Operating Systems | 4.00 |
| CS-160 | Computer Science Orientation | 4.00 |
| CS-227 | Computer Hardware & Repair | 4.00 |
| CS-228 | Computer OS Maintenance & Repair | 4.00 |
| EET-113 | Electronic Equipment and Assembly II | 1.00 |
| EET-114 | Electronic Equipment and Assembly III | 1.00 |
| EET-137 | Electrical Fundamentals I | 4.00 |
| EET-139 | Principles of Troubleshooting I | 2.00 |
| HUM-160 | Faith & Reason | 4.00 |
| IMT-104 | Reading Schematics, Symbols, and Engineering Prints | 2.00 |
| IMT-108 | Rigging and Lifting | 2.00 |
| J-220 | Podcasting and Video Journalism | 4.00 |
| J-221 | Intermediate Podcasting and Video Journalism | 4.00 |
| MFG-129 | Basic Electricity | 3.00 |
| MFG-130 | Basic Electricity I | 3.00 |

| | | |
|---|---|---|
| PHL-101 | Philosophical Problems | 4.00 |
| PHL-102 | Ethics | 4.00 |
| PHL-103 | Critical Reasoning | 4.00 |
| PHL-205 | Moral Issues | 4.00 |
| PS-200 | Introduction to Political Science | 4.00 |
| PS-201 | American Government and Politics | 4.00 |
| PS-203 | State and Local Governments | 4.00 |
| PSY-101 | Human Relations | 3.00 |
| SM-150 | Semiconductor Processing I | 2.00 |
| TA-111 | Fundamentals of Technical Theatre | 4.00 |
| TA-112 | Fundamentals of Technical Theatre | 4.00 |
| TA-113 | Fundamentals of Technical Theatre | 4.00 |
| TA-195 | Student Performance Showcase | 1.00 |
| WR-101 | Workplace Writing | 4.00 |
| WR-121Z | Composition I | 4.00 |
| WR-127 | Scholarship Essay Writing | 1.00 |
| WR-227Z | Technical Writing | 4.00 |
| WR-241 | Fiction Writing I | 4.00 |
| WR-242 | Poetry Writing I | 4.00 |
| WR-243 | Playwriting I | 4.00 |
| WR-262 | Introduction to Screenwriting | 4.00 |
| WR-265 | Digital Storytelling | 4.00 |
| WS-101 | Introduction to Women's Studies | 4.00 |

Reviewer Comments

**Dru Urbassik (dru.urbassik) (12/03/25 12:29 pm):** Rollback: Rolling back for updates to program curriculum. Total program credits must be at least 90 credits. Please reference the email I sent that provides more specifics about courses listed in the program and on the elective lists.

**Dru Urbassik (dru.urbassik) (02/04/26 9:42 am):** Rollback: Rolling back for additional review of the Program Basics and Electives list. Please see the email sent on 02/24/2026 that outlines specifics.

**Megan Feagles (megan.feagles) (05/18/26 8:55 am):** Rollback: -EET-112 course outline says it's offered in Fall, but it is listed in Spring in the program. -Total credits are 95-111. Total credits for an AAS cannot exceed 108. -2nd year fall term has 18-22 credits. 18 credits is the max a student can take in a term without getting special permission (ARC 300) -Could consider decreasing PE/Health/Safety/First Aid requirement to just 1 credit

**Megan Feagles (megan.feagles) (05/26/26 8:23 am):** Rollback: EET-112 course outline says it's offered in Fall, but it is listed in Spring in the program.

# Course Inactivations

| Course Number | Title | Implementation |
|---|---|---|
| BT-121 | Data Entry | 2026/SU |

# Course Change Request

A deleted record cannot be edited

## Course Inactivation Proposal

Date Submitted: 05/27/26 10:37 pm

## Viewing: BT-121 : Data Entry

Last approved: 11/04/23 4:51 am

Last edit: 05/28/26 11:39 am

Changes proposed by: Beverly Forney (beverlyf)

Catalog Pages referencing this course

- Administrative Assistant Training, Certificate
- Administrative Assistant, Certificate
- Administrative Professional, AAS
- Business Technology (BT)

Justification for this inactivation request

This course is being deactivated as it is no longer relevant to instruction for this program.

Is Topic Shell Course?

### In Workflow

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

### Approval Path

1. 05/28/26 9:26 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 05/28/26 11:20 am Aundrea Snitker (aundrea.snitker): Approved for DASC Dean
3. 05/28/26 11:34 am Megan Feagles (megan.feagles): Approved for Curriculum Office

### History

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

Are you the Faculty Contact Person?

| | |
|---|---|
| Course Prefix | BT - Business Technology |
| Course Number | 121 |
| Department | Business |
| Division | Arts and Sciences |
| Course Title | Data Entry |

## 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 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

This course is designed to teach the computer numeric keypad by touch with speed and accuracy using industry standards for data entry. This skill is especially helpful to people in the fields of data entry, accounting, office administration, insurance, banking and finance, and any other work that requires numeric input.

Type of Course (ACTI Code)

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

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

## Course Requisites

### Required

Prerequisites

Corequisites

Prerequisites or Corequisites

### Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule: Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

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 | implement accurate keying of numeric data by touch using the numeric keypad of a computer; |
| 2 | demonstrate proper ergonomic techniques while keying numeric data; |
| 3 | demonstrate a minimum of 6000 kspm (key strokes per minute) with a minimum 98% accuracy. |

Major Topic Outline

1. Correct finger position when keying numeric data by touch using a computer keyboard. 2. Building speed and accuracy while keying numeric data by touch. 3. Use of proper ergonomics techniques for keypad entry.

## 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: 359

Preview Bridge

# Program Amendments

| Program | Implementation |
|---|---|
| Administrative Professional AAS | 2026/SU |
| Administrative Assistant CC | 2026/SU |
| Administrative Assistant Training CC | 2026/SU |

# Program Change Request

Date Submitted: 05/27/26 10:30 pm

## Viewing: AAS.ADMINPRO : Administrative Professional

Last approved: 03/25/26 2:03 pm

Last edit: 05/28/26 9:20 am

Changes proposed by: Beverly Forney (beverlyf)

Catalog Pages Using this Program

Administrative Professional, AAS

Change Type

NWCCU Portal Update

## Program Contact Information

Are you the Faculty Contact Person?

Yes

### In Workflow

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

### Approval Path

1. 05/28/26 9:26 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 05/28/26 10:31 am Beverly Forney (beverlyf): Approved for BTBA Chair
3. 05/28/26 11:20 am Aundrea Snitker (aundrea.snitker): Approved for DASC 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. Jun 2, 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 15, 2024 by Megan Feagles (megan.feagles)
10. Apr 5, 2024 by Megan Feagles (megan.feagles)
11. Apr 4, 2025 by Megan Feagles (megan.feagles)
12. Apr 18, 2025 by Megan Feagles (megan.feagles)
13. Jun 6, 2025 by Beverly Forney (beverlyf)
14. Mar 25, 2026 by Beverly Forney (beverlyf)

## Program Overview

Name of Proposed Program

Administrative Professional

| | |
|---|---|
| Program Code | AAS.ADMINPRO |
| Award (CCWD) | Statewide AAS Degree (90-108 credits) (SAAS) |
| Type of Program (CCC) | Associate of Applied Science (AAS) |
| Educational Focus Area | Business |
| Effective Catalog Edition | 2026-2027 |
| Career Area | Business and Management |
| Department | Business |
| Division | Arts and Sciences |
| Other locations (institutions) this Program will be offered | |
| CIP Code | 52.0401 - Administrative Assistant and Secretarial Science, General. |

| | |
|---|---|
| Was your Advisory Committee notified of the change(s)? | Yes |
| Please attach documentation (meeting minutes, email confirmation, etc). | Business Advisory Meeting Minutes_ 5_13_26.docx |

## Program Award Information

### Program Learning Outcomes (PLOs)

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

| | Outcome(s) |
|---|---|
| 1 | analyze and apply basic computer literacy skills, which includes ~~including~~ typing by touch; ~~touch and numerical data entry keyboarding skills;~~ |

| | Outcome(s) |
|---|---|
| 2 | effectively and independently utilize business standard software applications (word processing, spreadsheets, database creation/organization, presentations, email/calendars, creation of forms and pdf documents, and office organizational tools); |
| 3 | identify and analyze the skills necessary for effective office, business, and organizational operations; |
| 4 | articulate, analyze, and apply basic business math and accounting skills common to business and organizational operations; |
| 5 | articulate, analyze, and apply basic English grammar within common business documents (letters, reports, memos) as well as in verbal communication and presentations common to business offices and organizations. |

Proposed Curriculum

Plan of Study Grid

| | | |
|---|---|---|
| First Year | | |
| Fall Term | | Credits |
| BA-101Z | Introduction to Business | 4.00 |
| BA-131 | Introduction to Business Computing | 4.00 |
| Select one of the following: | | 4.00 |
| MTH-050 | Technical Mathematics I | |
| MTH-065 | Algebra II | |
| Higher Level Math or Statistics | | |
| WR-121Z | Composition I [1] | 4.00 |
| | Credits | 16 |
| Winter Term | | |
| BA-111 | General Accounting I | 3.00-4.00 |
| or BA-211Z | or Principles of Financial Accounting | |
| BT-120 | Personal Keyboarding | 2.00 |
| ~~BT-121~~ | ~~Data Entry~~ | ~~1.00~~ |
| BT-124 | Business Editing I | 3.00 |
| BT-150 | MS Word for Business & the Workplace | 4.00 |
| | Credits | 12-13 |
| Spring Term | | |
| BA-169Z | Data Analysis Using Microsoft Excel | 4.00 |
| BA-270 | Social Media Marketing | 4.00 |
| BT-122 | Keyboarding Skillbuilding | 2.00 |
| BT-125 | Business Editing II | 3.00 |

| | | |
|---|---|---|
| BT-174 | Microsoft Digital Tools for the Professional | 3.00 |
| | Credits | 16 |
| Second Year | | |
| Fall Term | | |
| BA-205 | Business Communications With Technology | 4.00 |
| BA-226Z | Introduction to Business Law | 4.00 |
| BA-285 | Human Relations in Business | 4.00 |
| BT-262 | Integrated Projects | 4.00 |
| | Credits | 16 |
| Winter Term | | |
| BA-224 | Human Resource Management | 4.00 |
| BT-216 | Office Procedures | 4.00 |
| PE/Health/Safety/First Aid requirement | | 1.00 |
| Electives | | 5.00 |
| | Credits | 14 |
| Spring Term | | |
| BA-228 | Computerized Accounting | 4.00 |
| BT-271 | Advanced Business Projects | 4.00 |
| COMM-111Z | Public Speaking | 4.00 |
| Electives | | 4.00 |
| | Credits | 16 |
| | Total Credits | 90-91 |

[1] This course will be removed from the first term if the student is required to enroll in FYE-101 First Year Experience Level I. WR-121Z Composition I will be rescheduled in a term conducive to a student's preference.

# Electives

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

| | | |
|---|---|---|
| CS-125H | HTML & Web Site Design | 4.00 |
| CS-181 | CMS Web Development | 4.00 |
| EC-201Z | Principles of Microeconomics | 4.00 |
| EC-202Z | Principles of Macroeconomics | 4.00 |
| FYE-101 | First Year Experience Level I | 2.00 |
| FYE-102 | First Year Experience Level II | 1.00 |
| WR-101 | Workplace Writing | 4.00 |
| WR-227Z | Technical Writing | 4.00 |

# Recommended Electives

| | | |
|---|---|---|
| BA-119 | Project Management Practices | 2.00 |
| BA-120 | Project Management Fundamentals | 4.00 |
| BA-125 | Project Management Prep | 5.00 |
| BA-127 | Project Management: Agile & Change Management | 4.00 |
| BA-128 | Project Management: Leadership Strategies | 4.00 |
| BA-207 | Prepping for Business Success | 4.00 |
| BA-223 | Principles of Marketing | 4.00 |
| BA-229 | Employment Law | 4.00 |
| BA-238 | Sales | 4.00 |
| BA-239 | Advertising | 4.00 |
| BA-240 | Introduction to Financial Management | 4.00 |
| BA-249 | Retailing | 3.00 |
| BA-251 | Supervisory Management | 3.00 |
| BA-254 | Basic Compensation & Benefits | 4.00 |
| BA-255 | Governmental and Nonprofit Accounting | 4.00 |
| BA-261 | Consumer Behavior | 4.00 |
| BA-264 | Project Management Tools | 3.00 |
| BA-280 | Business/CWE | 2.00 |

Reviewer
Comments

# Program Change Request

Date Submitted: 05/27/26 10:34 pm

## Viewing: CC.ADMINASST : Administrative Assistant

Last approved: 03/25/26 2:04 pm

Last edit: 05/28/26 7:37 am

Changes proposed by: Beverly Forney (beverlyf)

Catalog Pages Using this Program

Administrative Assistant, Certificate

Change Type

NWCCU Portal Update

## Program Contact Information

Are you the Faculty Contact Person?

Yes

### In Workflow

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

### Approval Path

1. 05/28/26 9:26 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 05/28/26 10:31 am Beverly Forney (beverlyf): Approved for BTBA Chair
3. 05/28/26 11:20 am Aundrea Snitker (aundrea.snitker): Approved for DASC 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. Jun 2, 2023 by Megan Feagles (megan.feagles)
5. Jun 5, 2023 by Megan Feagles (megan.feagles)
6. Nov 9, 2023 by Megan Feagles (megan.feagles)
7. Mar 11, 2024 by Megan Feagles (megan.feagles)
8. Mar 15, 2024 by Megan Feagles (megan.feagles)
9. Apr 5, 2024 by Megan Feagles (megan.feagles)
10. Jun 6, 2025 by Beverly Forney (beverlyf)
11. Jan 30, 2026 by Megan Feagles (megan.feagles)
12. Mar 25, 2026 by Beverly Forney (beverlyf)

## Program Overview

Name of Proposed Program

Administrative Assistant

Program Code CC.ADMINASST

Award (CCWD)

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

Parent Program

AAS.ADMINPRO

| | |
|---|---|
| Type of Program (CCC) | Certificate of Completion (CC) |
| Educational Focus Area | Business |
| Effective Catalog Edition | 2026-2027 |
| Career Area | Business and Management |
| Department | Business |
| Division | Arts and Sciences |
| Other locations (institutions) this Program will be offered | |
| CIP Code | 52.0401 - Administrative Assistant and Secretarial Science, General. |

| | |
|---|---|
| Was your Advisory Committee notified of the change(s)? | Yes |
| Please attach documentation (meeting minutes, email confirmation, etc). | Business Advisory Meeting Minutes_ 5_13_26.docx |

## Program Award Information

### Program Learning Outcomes (PLOs)

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

| | Outcome(s) |
|---|---|
| 1 | analyze and apply basic computer literacy skills, including typing by touch; ~~touch and numerical data entry keyboarding skills;~~ |
| 2 | effectively utilize business standard software applications (word processing, spreadsheets, database creation/organization, presentations, email/calendars, creation of forms and pdf documents, and office organizational tools); |

| | Outcome(s) |
|---|---|
| 3 | identify and analyze the skills necessary for effective office and business operations; |
| 4 | effectively apply basic business math skills within the full cycle bookkeeping process utilized within office and business operations; |
| 5 | articulate, analyze, and apply basic English grammar within common business documents (letters, reports, memos) as well as in verbal communication and presentations common to business offices and organizations. |

Proposed Curriculum

Plan of Study Grid

| | | |
|---|---|---|
| Fall Term | | Credits |
| BA-131 | Introduction to Business Computing | 4.00 |
| BT-120 | Personal Keyboarding | 2.00 |
| ~~BT-121~~ | ~~Data Entry~~ | ~~1.00~~ |
| Select one of the following: | | 4.00 |
| MTH-050 | Technical Mathematics I | |
| MTH-065 | Algebra II | |
| Higher Level Math or Statistics | | |
| WR-121Z | Composition I [1] | 4.00 |
| | Credits | 14 |
| Winter Term | | |
| BA-111 | General Accounting I | 3.00-4.00 |
| or BA-211Z | or Principles of Financial Accounting | |
| BA-270 | Social Media Marketing | 4.00 |
| BT-124 | Business Editing I | 3.00 |
| BT-216 | Office Procedures | 4.00 |
| Electives | | 1.00-2.00 |
| | Credits | 15-17 |
| Spring Term | | |
| BA-285 | Human Relations in Business | 4.00 |
| BT-122 | Keyboarding Skillbuilding | 2.00 |
| BT-125 | Business Editing II | 3.00 |
| BT-150 | MS Word for Business & the Workplace | 4.00 |
| BT-174 | Microsoft Digital Tools for the Professional | 3.00 |
| | Credits | 16 |
| | Total Credits | 45-47 |

1 This course will be removed from the first term if the student is required to enroll in FYE-101 First Year Experience Level I. WR-121Z Composition I will be rescheduled in a term conducive to a student's preference.

# Electives

FYE-101 First Year Experience Level I or any BA or BT course not included in the program.

Reviewer

Comments

Key: 4

# Program Change Request

Date Submitted: 05/27/26 10:35 pm

## Viewing: CC.ADMINTRNG : Administrative Assistant Training

Last approved: 03/20/26 8:24 am

Last edit: 05/28/26 7:38 am

Changes proposed by: Beverly Forney (beverlyf)

Catalog Pages Using this Program

Administrative Assistant Training, Certificate

Change Type

NWCCU Portal Update

## Program Contact Information

Are you the Faculty Contact Person?

Yes

### In Workflow

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

### Approval Path

1. 05/28/26 9:26 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 05/28/26 10:31 am Beverly Forney (beverlyf): Approved for BTBA Chair
3. 05/28/26 11:27 am Aundrea Snitker (aundrea.snitker): Approved for DASC Dean

### History

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

(megan.feagles)
4. Mar 14, 2024 by Megan Feagles (megan.feagles)
5. Jun 6, 2025 by Beverly Forney (beverlyf)
6. Mar 20, 2026 by Beverly Forney (beverlyf)

## Program Overview

Name of Proposed Program

Administrative Assistant Training

| | |
|---|---|
| Program Code | CC.ADMINTRNG |

Award (CCWD)
Certificate, Related to a Parent Program (31-35 credits) (CC0R)

Parent Program
AAS.ADMINPRO

| | |
|---|---|
| Type of Program (CCC) | Certificate of Completion (CC) |
| Educational Focus Area | Business |
| Effective Catalog Edition | 2026-2027 |
| Career Area | Business and Management |
| Department | Business |
| Division | Arts and Sciences |

Other locations (institutions) this Program will be offered

| | |
|---|---|
| CIP Code | 52.0401 - Administrative Assistant and Secretarial Science, General. |

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

| | |
|---|---|
| | Yes |
| Please attach documentation (meeting minutes, email confirmation, etc). | Business Advisory Meeting Minutes_ 5_13_26.docx |

## Program Award Information

### Program Learning Outcomes (PLOs)

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

| | Outcome(s) |
|---|---|
| 1 | analyze and apply basic computer literacy skills, including typing by touch; |
| 2 | effectively utilize business standard software applications (word processing, spreadsheets, database creation/organization, presentations, and email/calendars); |
| 3 | identify and analyze the skills necessary for effective office operations; |
| 4 | effectively apply basic business math skills within the full cycle bookkeeping process utilized within office and business operations; |
| 5 | articulate, analyze, and apply basic English grammar within common business documents (letters, reports, memos) as well as in verbal communication and presentations common to business offices and organizations. |

Proposed Curriculum

Plan of Study Grid

| Fall Term | | Credits |
|---|---|---|
| BA-131 | Introduction to Business Computing | 4.00 |
| BT-120 | Personal Keyboarding | 2.00 |
| ~~BT-121~~ | ~~Data Entry~~ | ~~1.00~~ |
| Select one of the following: | | 4.00 |
| MTH-050 | Technical Mathematics I | |
| MTH-065 | Algebra II | |
| Higher Level Math or Statistics | | |
| | Credits | 10 |
| Winter Term | | |

| | | |
|---|---|---|
| BA-111 | General Accounting I | 3.00 |
| BT-124 | Business Editing I | 3.00 |
| BT-216 | Office Procedures | 4.00 |
| | Credits | 10 |
| Spring Term | | |
| BA-270 | Social Media Marketing | 4.00 |
| BT-122 | Keyboarding Skillbuilding | 2.00 |
| BT-125 | Business Editing II | 3.00 |
| BT-174 | Microsoft Digital Tools for the Professional | 3.00 |
| | Credits | 12 |
| | Total Credits | 32 |

Reviewer Comments

Key: 3

Clackamas Community College

# Program Learning Outcomes

| Program | Implementation |
|---|---|
| Administrative Professional AAS | 2026/SU |
| Administrative Assistant CC | 2026/SU |

# Program Change Request

Date Submitted: 05/27/26 10:30 pm

## Viewing: AAS.ADMINPRO : Administrative Professional

Last approved: 03/25/26 2:03 pm

Last edit: 05/28/26 7:15 am

Changes proposed by: Beverly Forney (beverlyf)

Catalog Pages Using this Program

Administrative Professional, AAS

Change Type

## Program Contact Information

Are you the Faculty Contact Person?

Yes

### In Workflow

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

### History

1. Oct 6, 2022 by clmig-kxayasene
2. Feb 14, 2023 by Megan Feagles (megan.feagles)
3. Apr 18, 2023 by Megan Feagles (megan.feagles)
4. Apr 18, 2023 by Megan Feagles (megan.feagles)
5. Jun 2, 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 15, 2024 by Megan Feagles

(megan.feagles)
10. Apr 5, 2024 by Megan Feagles (megan.feagles)
11. Apr 4, 2025 by Megan Feagles (megan.feagles)
12. Apr 18, 2025 by Megan Feagles (megan.feagles)
13. Jun 6, 2025 by Beverly Forney (beverlyf)
14. Mar 25, 2026 by Beverly Forney (beverlyf)

## Program Overview

Name of Proposed Program

Administrative Professional

| | |
|---|---|
| Program Code | AAS.ADMINPRO |
| Award (CCWD) | Statewide AAS Degree (90-108 credits) (SAAS) |
| Type of Program (CCC) | Associate of Applied Science (AAS) |
| Educational Focus Area | Business |
| Effective Catalog Edition | 2027-2028 |
| Career Area | Business and Management |
| Department | Business |
| Division | Arts and Sciences |

Other locations (institutions) this Program will be offered

CIP Code

52.0401 - Administrative Assistant and Secretarial Science, General.

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

Yes

Please attach documentation (meeting minutes, email confirmation, etc).

Business Advisory Meeting Minutes_ 5_13_26.docx

## Program Award Information

### Program Learning Outcomes (PLOs)

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

| | Outcome(s) |
|---|---|
| 1 | analyze and apply basic computer literacy skills, which includes ~~including~~ typing by touch; ~~touch and numerical data entry keyboarding skills;~~ |
| 2 | effectively and independently utilize business standard software applications (word processing, spreadsheets, database creation/organization, presentations, email/calendars, creation of forms and pdf documents, and office organizational tools); |
| 3 | identify and analyze the skills necessary for effective office, business, and organizational operations; |
| 4 | articulate, analyze, and apply basic business math and accounting skills common to business and organizational operations; |
| 5 | articulate, analyze, and apply basic English grammar within common business documents (letters, reports, memos) as well as in verbal communication and presentations common to business offices and organizations. |

Proposed Curriculum

Plan of Study Grid

First Year

| | | |
|---|---|---|
| Fall Term | | Credits |
| BA-101Z | Introduction to Business | 4.00 |
| BA-131 | Introduction to Business Computing | 4.00 |
| Select one of the following: | | 4.00 |
| MTH-050 | Technical Mathematics I | |
| MTH-065 | Algebra II | |
| Higher Level Math or Statistics | | |
| WR-121Z | Composition I [1] | 4.00 |
| | Credits | 16 |
| Winter Term | | |
| BA-111 | General Accounting I | 3.00-4.00 |
| or BA-211Z | or Principles of Financial Accounting | |
| BT-120 | Personal Keyboarding | 2.00 |
| ~~BT-121~~ | ~~Data Entry~~ | ~~1.00~~ |
| BT-124 | Business Editing I | 3.00 |
| BT-150 | MS Word for Business & the Workplace | 4.00 |
| | Credits | 12-13 |
| Spring Term | | |
| BA-169Z | Data Analysis Using Microsoft Excel | 4.00 |
| BA-270 | Social Media Marketing | 4.00 |
| BT-122 | Keyboarding Skillbuilding | 2.00 |
| BT-125 | Business Editing II | 3.00 |
| BT-174 | Microsoft Digital Tools for the Professional | 3.00 |
| | Credits | 16 |
| Second Year | | |
| Fall Term | | |
| BA-205 | Business Communications With Technology | 4.00 |
| BA-226Z | Introduction to Business Law | 4.00 |
| BA-285 | Human Relations in Business | 4.00 |
| BT-262 | Integrated Projects | 4.00 |
| | Credits | 16 |
| Winter Term | | |
| BA-224 | Human Resource Management | 4.00 |
| BT-216 | Office Procedures | 4.00 |
| PE/Health/Safety/First Aid requirement | | 1.00 |
| Electives | | 5.00 |
| | Credits | 14 |
| Spring Term | | |
| BA-228 | Computerized Accounting | 4.00 |
| BT-271 | Advanced Business Projects | 4.00 |
| COMM-111Z | Public Speaking | 4.00 |

| | | |
|---|---|---|
| Electives | | 4.00 |
| | Credits | 16 |
| | Total Credits | 90-91 |

[1]
This course will be removed from the first term if the student is required to enroll in FYE-101 First Year Experience Level I. WR-121Z Composition I will be rescheduled in a term conducive to a student's preference.

## Electives

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

| | | |
|---|---|---|
| CS-125H | HTML & Web Site Design | 4.00 |
| CS-181 | CMS Web Development | 4.00 |
| EC-201Z | Principles of Microeconomics | 4.00 |
| EC-202Z | Principles of Macroeconomics | 4.00 |
| FYE-101 | First Year Experience Level I | 2.00 |
| FYE-102 | First Year Experience Level II | 1.00 |
| WR-101 | Workplace Writing | 4.00 |
| WR-227Z | Technical Writing | 4.00 |

## Recommended Electives

| | | |
|---|---|---|
| BA-119 | Project Management Practices | 2.00 |
| BA-120 | Project Management Fundamentals | 4.00 |
| BA-125 | Project Management Prep | 5.00 |
| BA-127 | Project Management: Agile & Change Management | 4.00 |
| BA-128 | Project Management: Leadership Strategies | 4.00 |
| BA-207 | Prepping for Business Success | 4.00 |
| BA-223 | Principles of Marketing | 4.00 |
| BA-229 | Employment Law | 4.00 |
| BA-238 | Sales | 4.00 |
| BA-239 | Advertising | 4.00 |
| BA-240 | Introduction to Financial Management | 4.00 |
| BA-249 | Retailing | 3.00 |

| | | |
|---|---|---|
| BA-251 | Supervisory Management | 3.00 |
| BA-254 | Basic Compensation & Benefits | 4.00 |
| BA-255 | Governmental and Nonprofit Accounting | 4.00 |
| BA-261 | Consumer Behavior | 4.00 |
| BA-264 | Project Management Tools | 3.00 |
| BA-280 | Business/CWE | 2.00 |

Reviewer
Comments

Key: 5

# Program Change Request

Date Submitted: 05/27/26 10:34 pm

## Viewing: CC.ADMINASST : Administrative Assistant

Last approved: 03/25/26 2:04 pm

Last edit: 05/28/26 7:29 am

Changes proposed by: Beverly Forney (beverlyf)

Catalog Pages Using this Program

Administrative Assistant, Certificate

Change Type

## Program Contact Information

Are you the Faculty Contact Person?

Yes

### In Workflow

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

### History

1. Oct 6, 2022 by clmig-kxayasene
2. Feb 14, 2023 by Megan Feagles (megan.feagles)
3. Apr 18, 2023 by Megan Feagles (megan.feagles)
4. Jun 2, 2023 by Megan Feagles (megan.feagles)
5. Jun 5, 2023 by Megan Feagles (megan.feagles)
6. Nov 9, 2023 by Megan Feagles (megan.feagles)
7. Mar 11, 2024 by Megan Feagles (megan.feagles)
8. Mar 15, 2024 by Megan Feagles (megan.feagles)
9. Apr 5, 2024 by Megan Feagles

(megan.feagles)
10. Jun 6, 2025 by Beverly Forney (beverlyf)
11. Jan 30, 2026 by Megan Feagles (megan.feagles)
12. Mar 25, 2026 by Beverly Forney (beverlyf)

## Program Overview

Name of Proposed Program

Administrative Assistant

| | |
|---|---|
| Program Code | CC.ADMINASST |

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

Parent Program
AAS.ADMINPRO

| | |
|---|---|
| Type of Program (CCC) | Certificate of Completion (CC) |
| Educational Focus Area | Business |
| Effective Catalog Edition | 2026-2027 |
| Career Area | Business and Management |
| Department | Business |
| Division | Arts and Sciences |

Other locations (institutions) this Program will be offered

| | |
|---|---|
| CIP Code | 52.0401 - Administrative Assistant and Secretarial Science, General. |

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

| | |
|---|---|
| | Yes |
| Please attach documentation (meeting minutes, email confirmation, etc). | Business Advisory Meeting Minutes_ 5_13_26.docx |

## Program Award Information

### Program Learning Outcomes (PLOs)

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

| | Outcome(s) |
|---|---|
| 1 | analyze and apply basic computer literacy skills, including typing by touch; ~~touch and numerical data entry keyboarding skills;~~ |
| 2 | effectively utilize business standard software applications (word processing, spreadsheets, database creation/organization, presentations, email/calendars, creation of forms and pdf documents, and office organizational tools); |
| 3 | identify and analyze the skills necessary for effective office and business operations; |
| 4 | effectively apply basic business math skills within the full cycle bookkeeping process utilized within office and business operations; |
| 5 | articulate, analyze, and apply basic English grammar within common business documents (letters, reports, memos) as well as in verbal communication and presentations common to business offices and organizations. |

Proposed Curriculum

Plan of Study Grid

| Fall Term | | Credits |
|---|---|---|
| BA-131 | Introduction to Business Computing | 4.00 |
| BT-120 | Personal Keyboarding | 2.00 |
| ~~BT-121~~ | ~~Data Entry~~ | ~~1.00~~ |
| Select one of the following: | | 4.00 |
| MTH-050 | Technical Mathematics I | |
| MTH-065 | Algebra II | |

| | | |
|---|---|---|
| Higher Level Math or Statistics | | |
| WR-121Z | Composition I [1] | 4.00 |
| | Credits | 14 |
| Winter Term | | |
| BA-111 | General Accounting I | 3.00-4.00 |
| or BA-211Z | or Principles of Financial Accounting | |
| BA-270 | Social Media Marketing | 4.00 |
| BT-124 | Business Editing I | 3.00 |
| BT-216 | Office Procedures | 4.00 |
| Electives | | 1.00-2.00 |
| | Credits | 15-17 |
| Spring Term | | |
| BA-285 | Human Relations in Business | 4.00 |
| BT-122 | Keyboarding Skillbuilding | 2.00 |
| BT-125 | Business Editing II | 3.00 |
| BT-150 | MS Word for Business & the Workplace | 4.00 |
| BT-174 | Microsoft Digital Tools for the Professional | 3.00 |
| | Credits | 16 |
| | Total Credits | 45-47 |

1 This course will be removed from the first term if the student is required to enroll in FYE-101 First Year Experience Level I. WR-121Z Composition I will be rescheduled in a term conducive to a student's preference.

# Electives

FYE-101 First Year Experience Level I or any BA or BT course not included in the program.

Reviewer Comments

Clackamas Community College

# Hours, Instructional Method, Credits Change

| Course | Current Hours/Credits | Proposed Hours/Credits |
|---|---|---|
| EMT-109 | 24 LECT/2 Credits | 36 LECT/3 Credits |

# Course Change Request

Date Submitted: 04/13/26 8:39 am

## Viewing: EMT-109 : Emergency Response Communication/Documentation

Last approved: 11/04/23 4:52 am

Last edit: 04/13/26 8:39 am

Changes proposed by: Virginia Chambers (virginia.chambers)

Catalog Pages
referencing this
course

- Emergency Medical Technology (EMT)
- Emergency Medical Technology, Certificate
- Wildland Fire Management, AAS

Programs
referencing this
course

- AAS.WLDLNDMGMT: Wildland Fire Management
- CC.EMT: Emergency Medical Technology

Credits/Hours/Instructional Method Change

Yes

### 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 7:31 am Megan Feagles (megan.feagles): Rollback to Initiator
2. 05/06/26 11:09 am Megan Feagles (megan.feagles): Approved for Curriculum Office
3. 05/21/26 10:10 am Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum Committee Outline Review Team

### History

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

Reason for proposal

Program faculty have been experiencing curriculum creep over the past three years. This course is running every spring term and historically 2 credits is insufficient time to cover the course learning objectives and outcomes. The EMT statewide consortium approved moving it from 2 credits to 3 credits.

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

| | |
|---|---|
| Course Prefix | EMT - Emergency Medical Technology |
| Course Number | 109 |
| Department | Health Sciences |
| Division | Technology, Applied Science and Public Services (TAPS) |
| Course Title | Emergency Response Communication/Documentation |

## 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<br>~~2.00~~ |
| Variable Credit | No |

## Contact hours

| | |
|---|---|
| Lecture | 36.00<br>~~24.00~~ |
| Lec/Lab | |

| | |
|---|---|
| Lab | |
| Activity | |
| Clinical | |
| Field | |
| CWE Seminar | |
| CPR | |
| Seminar | |
| Community Education/Drivers Ed | |
| Community Education/Adult | |
| Total | 36 ~~24~~ |
| Proposed Effective Term | Summer 2026 |

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

Yes

Course Description

Covers principles of communication via verbal, written and electronic modes in the provision of EMS. Documentation of the elements of patient assessment, patient care and transport, communication systems, radio types, reports, codes and correct techniques.

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

EMT-101

Corequisites

Prerequisites or Corequisites

### Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

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 | use verbal and nonverbal skills when interviewing a patient; |
| 2 | describe the strategies for developing patient rapport; |
| 3 | differentiate interview techniques used for cooperative, hostile, special needs and cross-cultural patients; |
| 4 | describe the general principles regarding the importance of EMS documentation and ways in which documents are used; |

| | Upon successful completion of this course, students should be able to: |
|---|---|
| 5 | record pertinent information using correct medical terminology, accurate medical abbreviations and acronyms and appropriate correction techniques in a narrative format utilized by local protocol; |
| 6 | describe the function of a dispatch center and the role of dispatchers; |
| 7 | list and describe the phases of communications necessary to complete a typical EMS event/call; |
| 8 | name the important components of an EMS communication system and the functions of each; |
| 9 | describe the purpose of and perform verbal communication of patient information to the hospital via radio, telephone and person to person; |
| 10 | request on-line medical directions/orders and document on-line directions/orders; |
| 11 | describe basic phone systems, universal access numbers (e.g. 911) and enhanced systems and list differences, advantages and disadvantages of each. |

Major Topic Outline

1. Communication. a. Communication component of patient care. b. Interview strategies. c. Components of EMS radio and telephone systems. d. State, federal and FCC regulations. e. 911 systems. f. Dispatch center operations. g. Interagency communication, e.g. HEAR System, OLMC, ECC. h. Medical control. i. New technologies in EMS communication. j. Professional perception/credibility. 2. Documentation. a. Uses of EMS documentation. b. Principles of power documentation. c. Types of documentation: written, electronic, recording/dictation. d. Document revision and correction. e. Documentation of patient refusals. f. Special considerations of a mass-casualty & documentation. g. Professional perception/credibility.

## 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) (04/13/26 7:31 am):** Rollback: Please provide a reason for the credit change and resubmit. Please coordinate with Jordan Gulley to get the credits updated in the AAS.WLDLNDMGMT: Wildland Fire Management program

Key: 636

Preview Bridge

# Program Amendments

| Program | Implementation |
|---|---|
| Emergency Medical Technology CC | 2026/SU |

# Program Change Request

Date Submitted: 04/10/26 10:46 am

## Viewing: CC.EMT : Emergency Medical Technology

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

Last edit: 04/14/26 7:29 am

Changes proposed by: Virginia Chambers (virginia.chambers)

Catalog Pages Using this Program

Emergency Medical Technology, Certificate

Change Type

NWCCU Portal Update

## Program Contact Information

Are you the Faculty Contact Person?

Yes

### In Workflow

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

### 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. May 10, 2023 by Megan Feagles (megan.feagles)
5. Jun 5, 2023 by Megan Feagles (megan.feagles)
6. Oct 24, 2023 by Tana Sawzak (tanas)
7. Apr 5, 2024 by Virginia Chambers (virginia.chambers)
8. Feb 21, 2025 by McKensie Thomas (mckensie.thomas)
9. Apr 3, 2026 by Megan Feagles (megan.feagles)

## Program Overview

Name of Proposed Program

Emergency Medical Technology

| | |
|---|---|
| Program Code | CC.EMT |
| Award (CCWD) | Certificate (45-60 credits) (CC1) |
| Type of Program (CCC) | Certificate of Completion (CC) |
| Educational Focus Area | Health Professions |
| Effective Catalog Edition | 2026-2027 |
| Career Area | Health Services |
| Department | Health Sciences |
| Division | Technology, Applied Science and Public Services (TAPS) |

Other locations (institutions) this Program will be offered

| | |
|---|---|
| CIP Code | 51.0904 - Emergency Medical Technology/Technician (EMT Paramedic). |

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

Yes

| | |
|---|---|
| Please attach documentation (meeting minutes, email confirmation, etc). | AAS Paramedicine 2025 Revisions-approved 4-17-25 (2).pdf |

## Program Award Information

### Program Learning Outcomes (PLOs)

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

| | Outcome(s) |
|---|---|
| 1 | effectively apply the basic elements of a prehospital patient assessment to a variety of common types of acute and non-acute patient conditions and safely perform interventions within the EMT scope of practice; |
| 2 | make care decisions that are logically supported and modified in accordance with clinical knowledge, standing orders and nationally recognized standards of care; |
| 3 | apply their understanding of the EMS system, systems of care, and operational knowledge in assuring safe and effective practices supporting patient care; |
| 4 | integrate the principles of therapeutic communication and cultural sensitivity into a variety of patient encounters; |
| 5 | conduct oneself in a manner that is consistent with professional standards and ethics; |
| 6 | engage in ongoing development to improve self and practice. |

Proposed Curriculum

Plan of Study Grid

| First Term | | Credits |
|---|---|---|
| BI-231Z | Human Anatomy and Physiology I | 4.00 |
| EMT-105 | Introduction to Emergency Medical Services | 3.00 |
| HP-110 | Medical Terminology | 4.00 |
| MTH-065 | Algebra II | 4.00 |
| WR-121Z | Composition I | 4.00 |
| | Credits | 19 |
| Second Term | | |
| BI-232Z | Human Anatomy and Physiology II | 4.00 |
| CJA-203 | Crisis Intervention | 3.00 |
| COMM-111Z | Public Speaking | 4.00 |
| EMT-101 | Emergency Medical Technician Part I | 6.00 |
| | Credits | 17 |
| Third Term | | |
| BI-233Z | Human Anatomy and Physiology III | 4.00 |
| EMT-102 | Emergency Medical Technician Part II | 6.00 |
| EMT-109 | Emergency Response Communication/Documentation | 3.00 |
| PSY-101 | Human Relations | 3.00 |
| | Credits | 16 |
| | Total Credits | 52 |

Required: Criminal history background check, proof of immunization, and drug test arranged by the department

Reviewer

Comments

Key: 72

Clackamas Community College

## Hours, Instructional Method, Credits Change

| Course | Current Hours/Credits | Proposed Hours/Credits |
|---|---|---|
| FRP-130 | 61 LE/LA/3 Credits | 24 LECT/2 Credits |
| FRP-200 | 44 LECT/4 Credits | 12 LECT/1 Credit |

# Course Change Request

Date Submitted: 01/12/26 11:47 am

## Viewing: FRP-130 : Introduction to Wildland Firefighting (S-130/S-190) ~~(S-130/S-190/S-110/ICS-100/IS-700/L-180)~~

Last approved: 03/13/25 4:44 am

Last edit: 01/12/26 11:47 am

Changes proposed by: Jordan Gulley (jordan.gulley)

Catalog Pages referencing this course

- Emergency Management Professional, AAS
- Fire Science (Wildland) (FRP)
- Geographic Information Systems (GIS) Technology, Certificate
- Natural Resources
- Wildland Fire Management, AAS
- Wildland Fire Science, Certificate
- Wildland FireFighter 1, Career Pathway Certificate

Programs referencing this course

- AAS.WLDLNDMGMT: Wildland Fire Management
- CC.FSWILDLAND: Wildland Fire Science
- CC.FIREFIGHT1: Wildland Firefighter 1
- EFA.NATRESORCES: EFA, Natural Resources
- AAS.EMP: Emergency Management Professional
- CC.GIS: Geographic Information Systems (GIS) 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. 01/09/26 6:38 am Megan Feagles (megan.feagles): Rollback to Initiator
2. 03/06/26 12:24 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
3. 03/19/26 11:47 am Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum Committee Outline Review Team

### History

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

(megan.feagles)
3. Mar 13, 2025 by Jordan Gulley (jordan.gulley)

Yes

Reason for proposal

We have received a curriculum update from National Wildland Fire Coordinating Group (NWCG). The lab component has been moved to a new course FRP-140 Intro to Wildland Fire LAB. NWCG lecture courses S-110 & L-180 have been moved to a new course FRP-150 Careers in Wildland Fire. FEMA courses ICS-100 & i-700 have been removed from this course, both are still offered and remain within FRP-200.

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

| | |
|---|---|
| Course Prefix | FRP - Fire Science (Wildland) |
| Course Number | 130 |
| Department | Wildland Fire |
| Division | Technology, Applied Science and Public Services (TAPS) |
| Course Title | Introduction to Wildland Firefighting (S-130/S-190) ~~(S-130/S-190/S-110/ICS-100/IS-700/L-180)~~ |

## 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<br>~~3.00~~ |

| | |
|---|---|
| Variable Credit | No |

**Contact hours**

| | |
|---|---|
| Lecture | 24.00 |
| Lec/Lab | ~~61.00~~ |
| Lab | |
| Activity | |
| Clinical | |
| Field | |
| CWE Seminar | |
| CPR | |
| Seminar | |
| Community Education/Drivers Ed | |
| Community Education/Adult | |
| Total | 24 ~~61~~ |
| Proposed Effective Term | Summer 2026 |

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

Yes

Course Description

This course provides an introduction to wildland fire behavior, wildland firefighting safety and wildland firefighting techniques. The course covers the basic skills necessary to fight wildland fires under close supervision. NWCG Courses completed in class include S-130 ~~S-130, S-190, S-110, L-180, IS-100~~ and S-190. ~~IS-700.~~ This course also includes the Work Capacity Test (WCT) which is needed for employment. Completion of firefighter field day is required to pass this course.

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

FRP-140 and FRP-150

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 ~~Fall/Winter~~

Will this class use library resources?

No

## Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

Student Learning Outcomes

| | Upon successful completion of this course, students should be able to: |
|---|---|
| 1 | explain the purpose of the Standard Firefighting Orders and Watch Out Situations; |
| 2 | identify the basics of briefings, including their structure, components, and their relationship with After Action Reviews (AARs); ~~describe what the Lookouts, Communications, Escape Routes, and Safety Zones (LCES) system is and how it relates to the Standard Firefighting Orders;~~ |
| 3 | recognize key concepts related to personal health, safety, and performance in arduous firefighting environments; ~~demonstrate the various communication methods and tools used for collecting, producing, and distributing information;~~ |
| 4 | describe the standards, tools and equipment, and various methods used in fireline construction; |
| 5 | identify ~~explain~~ the methods for extinguishing a fire with or without the use of water; |
| 6 | describe concepts of wildland firefighting operations, such as challenges, mitigation tactics, and safety procedures in Wildland Urban Interface (WUI) areas; ~~demonstrate the ability to construct fireline to required standards using various methods, tools and equipment, and techniques.~~ |
| 7 | describe the basic terminology used in wildland fire; |
| 8 | identify and discuss key characteristics of the primary wildland fire environment components - fuels, weather, and topography; |
| 9 | recognize how alignment of fuels, weather, and topography can increase the potential for extreme fire behavior. |

Major Topic Outline

1. Fire behavior. 2. Fire weather. 3. Safety and the risk management process. 4. Firefighter personal protective equipment. 5. Use of tools and equipment. 6. Suppression and the use of water. 7. Securing the control line. 8. Use of maps. 9. Scouting, patrolling and communicating. 10. Use of a fire shelter.

## Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

Yes

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 10

Reviewer Comments

**Megan Feagles (megan.feagles) (01/09/26 6:38 am):** Rollback: Please provide a reason for the credit change and update the following programs: AAS.WLDLNDMGMT: Wildland Fire Management CC.FSWILDLAND: Wildland Fire Science CC.FIREFIGHT1: Wildland Firefighter 1 EFA.NATRESORCES: EFA, Natural Resources AAS.EMP: Emergency Management Professional CC.GIS: Geographic Information Systems (GIS) Technology

Key: 758

Preview Bridge

# Course Change Request

Date Submitted: 03/06/26 2:29 pm

## Viewing: FRP-200 : Basic Incident Command System (I-100, I-200, IS-700, IS-800)

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

Last edit: 03/06/26 2:29 pm

Changes proposed by: Jordan Gulley (jordan.gulley)

Catalog Pages referencing this course

- Emergency Management Professional, AAS
- Fire Science (Wildland) (FRP)
- Geographic Information Systems (GIS) Technology, Certificate
- Wildland Fire Management, AAS
- Wildland Fire Science, Certificate
- Wildland FireFighter 1, Career Pathway Certificate

Programs referencing this course

- AAS.WLDLNDMGMT: Wildland Fire Management
- CC.FSWILDLAND: Wildland Fire Science
- CC.FIREFIGHT1: Wildland Firefighter 1
- AAS.EMP: Emergency Management Professional
- CC.GIS: Geographic Information Systems (GIS) 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. 01/09/26 6:40 am Megan Feagles (megan.feagles): Rollback to Initiator
2. 03/06/26 12:25 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
3. 03/06/26 2:16 pm Megan Feagles (megan.feagles): Rollback to Initiator
4. 03/06/26 2:33 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
5. 03/19/26 11:35 am Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum

Committee Outline Review Team

## History

1. Nov 8, 2023 by Megan Feagles (megan.feagles)
2. May 18, 2024 by Jordan Gulley (jordan.gulley)

Yes

Reason for proposal

Curriculum update in 2025. This curriculum has multiple modalities of approved delivery. The new selected modality of training will represent a traditional academic course including weekly homework assignments/scenarios and in class lecture. There is web based content available to instructors to support student learning throughout the week.

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

| | |
|---|---|
| Course Prefix | FRP - Fire Science (Wildland) |
| Course Number | 200 |
| Department | Wildland Fire |
| Division | Technology, Applied Science and Public Services (TAPS) |
| Course Title | Basic Incident Command System (I-100, I-200, IS-700, IS-800) |

### 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<br>~~4.00~~ |
| Variable Credit | No |

## Contact hours

| | |
|---|---|
| Lecture | 12.00<br>~~44.00~~ |
| Lec/Lab | |
| Lab | |
| Activity | |
| Clinical | |
| Field | |
| CWE Seminar | |
| CPR | |
| Seminar | |
| Community Education/Drivers Ed | |
| Community Education/Adult | |
| Total | 12 ~~44~~ |
| Proposed Effective Term | Summer 2026 |

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

Yes

Course Description

Introduces the knowledge and skills to function efficiently during an incident or event within the Incident Command System (ICS). National Incident Management System (NIMS) and the National Response Framework (NRF) provide a consistent nationwide template to enable all government, private-sector, and nongovernmental organizations to work together during domestic incidents.

Type of Course (ACTI Code)

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

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

## Course Requisites

### Required

Prerequisites

Corequisites

Prerequisites or Corequisites

### Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule: Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall/Winter/Spring ~~Spring~~

Will this class use library resources?

No

## Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

Student Learning Outcomes

| | Upon successful completion of this course, students should be able to: |
|---|---|
| 1 | describe the history, features and principles, and organizational structure of the Incident Command System (ICS); |
| 2 | describe the ICS organization appropriate to the complexity of the incident or event; |
| 3 | use ICS to manage a simulated incident or event; |
| 4 | describe the purpose of the National Response Framework; |
| 5 | describe the response doctrine established by the National Response Framework; |
| 6 | describe the roles and responsibilities of entities as specified in the National Response Framework. |

Major Topic Outline

1. Principles and features of the ICS. 2. Organizational overview. 3. Incident or event facilities. 4. Incident or event resources. 5. Common responsibilities associated with ICS assignments. 6. The National Incident Management System. 7. Multi-Agency Coordinating groups. 8. The National Response Framework.

## Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

| | |
|---|---|
| Clean up Natural Environment | No |
| Supports Green Services | No |
| Percent of Course | 0 |

Reviewer Comments

**Megan Feagles (megan.feagles) (01/09/26 6:40 am):** Rollback: Just want to make sure this shouldn't be a new course instead since it's such a large credit change. If it is just a credit change, please enter the reason and update the credits in the following programs; AAS.WLDLNDMGMT: Wildland Fire Management AAS.EMP: Emergency Management Professional CC.GIS: Geographic Information Systems (GIS) Technology

**Megan Feagles (megan.feagles) (03/06/26 2:16 pm):** Rollback: offering terms

Key: 761

Preview Bridge

Clackamas Community College

# New Courses

| Course Number | Title | Implementation |
|---|---|---|
| FRP-140 | Introduction to Wildland Firefighting Lab | 2026/SU |
| FRP-150 | Careers in Wildland Fire (L-180, S-110) | 2026/SU |

# Course Change Request

## New Course Proposal

Date Submitted: 01/07/26 1:37 pm

Viewing: **FRP-140 : Introduction to Wildland Firefighting Lab**

Last edit: 04/22/26 7:54 am

Changes proposed by: Jordan Gulley (jordan.gulley)

Programs referencing this course

- AAS.WLDLNDMGMT: Wildland Fire Management
- CC.FSWILDLAND: Wildland Fire Science
- CC.FIREFIGHT1: Wildland Firefighter 1
- EFA.NATRESORCES: EFA, Natural Resources
- AAS.EMP: Emergency Management Professional
- CC.GIS: Geographic Information Systems (GIS) Technology

Is Topic Shell Course?

Are you the Faculty Contact Person? Yes

| | |
|---|---|
| Course Prefix | FRP - Fire Science (Wildland) |
| Course Number | 140 |
| Department | Wildland Fire |
| Division | Technology, Applied Science and Public Services (TAPS) |
| Course Title | Introduction to Wildland Firefighting Lab |

### Grading

| | |
|---|---|
| Grade Scheme | Standard (STND) |

### In Workflow

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

### Approval Path

1. 01/09/26 6:38 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 01/15/26 9:58 am Armetta Burney (armetta.burney): Approved for DTPS Dean
3. 01/15/26 11:09 am Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum Committee Outline Review Team

| | |
|---|---|
| Credit Type | Credit Course |
| Allow Pass/No Pass | Yes |
| Only Pass/No Pass | No |
| Audit | Yes |
| Min Credit | 1.00 |
| Variable Credit | No |

**Contact hours**

| | |
|---|---|
| Lecture | |
| Lec/Lab | |
| Lab | 33.00 |
| Activity | |
| Clinical | |
| Field | |
| CWE Seminar | |
| CPR | |
| Seminar | |
| Community Education/Drivers Ed | |
| Community Education/Adult | |
| Total | 33 |
| Proposed Effective Term | Summer 2026 |

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

No

Course Description

This hands-on laboratory course provides applied experience in foundational wildland firefighting principles, skills, and safety practices aligned with the National Wildfire Coordinating Group (NWCG) S-130 and S-190 standards. Students will gain practical proficiency in wildland fire behavior interpretation, fireline tools and equipment, firefighter safety, and basic suppression techniques through field-based exercises, simulations, and scenario-based training. Emphasis is placed on understanding fire environment factors, reading fuel types, implementing safe work practices, applying teamwork skills, and reinforcing situational awareness under varying conditions. Successful completion prepares students for entry-level fieldwork and supports readiness for further wildland fire qualifications.

Type of Course (ACTI Code)

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

Reason for the Proposal

NWCG has updated their course curriculum and course requirements. This format will able us to appropriately meet the course objectives provided by NWCG. The lab component will allow for additional support and collaboration from our industry partners.

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

## Course Requisites

### Required

Prerequisites

Corequisites

FRP-130 (S-130/S-190)

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?

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 incident chain of command, communications, safety concerns, objectives, and tactics provided in an incident briefing; |
| 2 | demonstrate ability to identify and mitigate hazards in the fire environment; |
| 3 | demonstrate hand line techniques as determined by fire behavior and fuel type; |
| 4 | demonstrate use of escape routes to promptly retreat to a safety zone; |
| 5 | demonstrate water use techniques as determined by fire behavior and fuel type; |
| 6 | describe firing techniques as determined by fire behavior and fuel type; |
| 7 | demonstrate fire shelter deployment techniques as determined by fire behavior and fuel type; |
| 8 | demonstrate mop-up techniques as determined by fire behavior and fuel type; |
| 9 | participate in an After Action Review (AAR). |

Major Topic Outline

1. Incident Exercise Overview 2. Firefighter Training Skill Assessment 3. Incident Briefing Exercise 4. Tool and Equipment Use Exercise 5. Handline Techniques Exercise 6. Water Use Exercise 7. Firing Devices Exercise 8. Mop-up Exercise 9. Fire Shelter Exercise 10. AAR Exercise

## Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

Yes

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 25

Reviewer Comments

**Jordan Gulley (jordan.gulley) (01/12/26 11:51 am):** The "proposed effective term" should be Summer 2026

Key: 4576

Preview Bridge

# Course Change Request

## New Course Proposal

Date Submitted: 01/07/26 1:36 pm

## Viewing: FRP-150 : Careers in Wildland Fire (L-180, S-110)

Last edit: 03/16/26 12:17 pm

Changes proposed by: Jordan Gulley (jordan.gulley)

Programs referencing this course

- AAS.WLDLNDMGMT: Wildland Fire Management
- CC.FSWILDLAND: Wildland Fire Science
- CC.FIREFIGHT1: Wildland Firefighter 1
- EFA.NATRESORCES: EFA, Natural Resources
- AAS.EMP: Emergency Management Professional
- CC.GIS: Geographic Information Systems (GIS) Technology

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

| | |
|---|---|
| Course Prefix | FRP - Fire Science (Wildland) |
| Course Number | 150 |
| Department | Wildland Fire |
| Division | Technology, Applied Science and Public Services (TAPS) |

Course Title

Careers in Wildland Fire (L-180, S-110)

### In Workflow

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

### Approval Path

1. 01/09/26 6:39 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 01/15/26 11:52 am Armetta Burney (armetta.burney): Approved for DTPS Dean
3. 01/23/26 1:26 pm Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum Committee Outline Review Team
4. 03/06/26 12:25 pm Megan Feagles (megan.feagles): Approved for Curriculum Office

5. 03/06/26 12:27 pm Megan Feagles (megan.feagles): Rollback to Curriculum Office for Curriculum Committee Approval

## Grading

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

## Contact hours

| | |
|---|---|
| Lecture | 24.00 |
| Lec/Lab | |
| Lab | |
| Activity | |
| Clinical | |
| Field | |
| CWE Seminar | |
| CPR | |
| Seminar | |
| Community Education/Drivers Ed | |

| | |
|---|---|
| Community Education/Adult | |
| Total | 24 |
| Proposed Effective Term | Summer 2026 |

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

Yes

Course Description

This course introduces students to the wildland fire profession through an examination of the wildland fire season, organizational structure, and human factors influencing firefighter performance. Curriculum is aligned with National Wildfire Coordinating Group (NWCG) S-110 and L-180 standards and incorporates analysis of the previous fire season to provide current, real-world context. Students will explore wildland fire agency roles, operational culture, and multiple career pathways within federal, state, local, and private fire organizations. Emphasis is placed on foundational professionalism, decision-making, communication, and accountability in the wildland fire environment. The course also prepares students for entry into the wildland fire workforce through resume development, hiring process navigation, and participation in fire hiring events.

Type of Course (ACTI Code)

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

Reason for the Proposal

The curriculum requirements for these courses have been updated and paired with content that previously existed within the FRP-130 course. Additionally, working with our advisory committee, we continue to recognize a need to prepare prospective employees for the life-work balance of a fire career.

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

## Course Requisites

### Required

Prerequisites

Corequisites

FRP-130 (S-130/S-190)

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?

No

## Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

Student Learning Outcomes

| | Upon successful completion of this course, students should be able to: |
|---|---|
| 1 | describe the structure and scope of the wildland fire profession, including interagency cooperation, organizational roles, and expectations for professional conduct grounded in duty, respect, and integrity; |
| 2 | analyze the previous wildland fire season to identify trends, operational challenges, and lessons learned that inform preparation for upcoming fire seasons; |

| | Upon successful completion of this course, students should be able to: |
|---|---|
| 3 | explain how human factors influence decision-making and performance in the wildland fire environment, including situational awareness, communication, stress, and fatigue; |
| 4 | identify and evaluate multiple career pathways within wildland fire, including suppression, fuels, aviation, prevention, dispatch, ecology, and leadership role; |
| 5 | develop and revise a professional wildland fire resume that accurately represents qualifications and experience; |
| 6 | apply foundational leadership and followership principles aligned with L-180 to discussions and scenario-based activities that emphasize duty, respect, and integrity. |

Major Topic Outline

1.Overview of the Wildland Fire Profession 2. Review of the Previous Fire Season 3. The Wildland Fire Season 4. Human Factors in Wildland Fire 5. Wildland Fire Culture and Professional Conduct 6. Career Pathways in Wildland Fire 7. Entry into the Wildland Fire Workforce 8. Resume Development and Hiring Preparation 9. Preparing for the Upcoming Fire Season

## 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

**Jordan Gulley (jordan.gulley) (01/12/26 11:52 am):** The "proposed effective term" should be Summer 2026

**Megan Feagles (megan.feagles) (03/06/26 12:27 pm):** Rollback: oops

Key: 4577

Preview Bridge

Clackamas Community College

# Program Amendments

| Program | Implementation |
|---|---|
| Emergency Management Professional AAS | 2026/SU |
| Wildland Fire Management AAS | 2026/SU |
| Wildland Fire Science CC | 2026/SU |
| Wildland Firefighter 1 CPCC | 2026/SU |
| Geographic Information Systems (GIS) Technology CC | 2026/SU |
| EFA, Natural Resources | 2026/SU |

# Program Change Request

Date Submitted: 03/06/26 1:11 pm

## Viewing: AAS.EMP : Emergency Management Professional

Last approved: 06/06/25 9:15 am

Last edit: 03/06/26 1:11 pm

Changes proposed by: Jordan Gulley (jordan.gulley)

Catalog Pages Using this Program

Emergency Management Professional, AAS

Change Type

## Program Contact Information

Are you the Faculty Contact Person?

No

### In Workflow

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

### History

1. Oct 6, 2022 by clmig-kxayasene
2. Feb 14, 2023 by Megan Feagles (megan.feagles)
3. Apr 18, 2023 by Megan Feagles (megan.feagles)
4. Jun 5, 2023 by Megan Feagles (megan.feagles)
5. Jun 5, 2023 by Megan Feagles (megan.feagles)
6. Oct 30, 2023 by Megan Feagles (megan.feagles)
7. Feb 6, 2024 by Megan Feagles (megan.feagles)
8. Apr 5, 2024 by Virginia Chambers (virginia.chambers)
9. Jun 11, 2024 by Megan Feagles

(megan.feagles)
10. Jun 6, 2025 by Kari Nixon (kari.nixon)

Faculty Contact Email

kari.nixon@clackamas.edu

## Program Overview

Name of Proposed Program

Emergency Management Professional

| | |
|---|---|
| Program Code | AAS.EMP |
| Award (CCWD) | AAS Degree (90-108 credits) (AAS) |
| Type of Program (CCC) | Associate of Applied Science (AAS) |
| Educational Focus Area | Natural Resources |
| Effective Catalog Edition | 2026-2027 |
| Career Area | Business and Management |
| Department | Emergency Management/GIS |
| Division | Technology, Applied Science and Public Services (TAPS) |

Other locations (institutions) this Program will be offered

| | |
|---|---|
| CIP Code | 43.0302 - Crisis/Emergency/Disaster Management. |

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

No

Reason the Advisory Committee was not contacted.

minor change to elective course options

# Program Award Information

## Program Learning Outcomes (PLOs)

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

| | Outcome(s) |
|---|---|
| 1 | demonstrate critical thinking to identify and reduce disaster risk through a proactive, anticipatory and innovative approach for guiding public policy and the application of homeland security and emergency management framework and principles; |
| 2 | identify the social determinants of risk, as both the risks for and the effects of disasters are socially produced; |
| 3 | demonstrate knowledge in scientific processes, geographic configurations, social-cultural issues and interdependent relationships as they pertain to emergency management; |
| 4 | explain communication and facilitation modes including evolving technologies and methods for disaster risk awareness, assessment, measurement and reduction for a broad spectrum of stakeholders; |
| 5 | identify civic and legal processes, ethical considerations, policies and politics important in Emergency Management; |
| 6 | develop an individual learning development plan. |

Proposed Curriculum

Plan of Study Grid

| | | |
|---|---|---|
| First Year | | |
| Fall Term | | Credits |
| EMP-201 | Introduction to Homeland Security and Emergency Management | 4.00 |
| EMP-202 | Threat and Hazard Assessment for Emergency Management Professionals | 3.00 |
| EMP-208 | Disaster Response and Recovery | 4.00 |
| GIS-101 | Maps and Geospatial Technology | 4.00 |
| | Credits | 15 |
| Winter Term | | |
| COMM-140 | Introduction to Intercultural Communication | 4.00 |
| EMP-210 | Developing and Managing Volunteer Resources | 4.00 |

| | | |
|---|---|---|
| EMP-212 | Public Health and Medical Emergency Management | 3.00 |
| EMP-218 | Public Information Officer and External Affairs | 2.00 |
| WR-121Z | Composition I | 4.00 |
| | Credits | 17 |
| Spring Term | | |
| EMP-204 | Foundations of Emergency Planning | 4.00 |
| EMP-222 | Terrorism Awareness and Response | 2.00 |
| EMP-226 | Business Continuity Fundamentals | 4.00 |
| EMP-170 | EMP Capstone | 3.00 |
| Computation requirement | | 3.00-4.00 |
| | Credits | 16-17 |
| Second Year | | |
| Fall Term | | |
| EMP-206 | Hazard Mitigation | 3.00 |
| EMP-224 | Science of Disasters | 2.00 |
| GIS-201 | Introduction to Geographic Information Systems | 4.00 |
| WR-227Z | Technical Writing | 4.00 |
| | Credits | 13 |
| Winter Term | | |
| COMM-218Z | Interpersonal Communication | 4.00 |
| EMP-214 | Technology in Emergency Management | 4.00 |
| EMP-216 | Emergency Management Laws and Ethics | 2.00 |
| Electives | | 6.00-8.00 |
| | Credits | 16-18 |
| Spring Term | | |
| EMP-220 | Introduction to Emergency Management Public Administration and Policy | 2.00 |
| EMP-270 | EMP Capstone | 3.00 |
| PE/Health/Safety/First Aid requirement | | 1.00 |
| Electives | | 8.00 |
| | Credits | 14 |
| | Total Credits | 91-94 |

# Electives

| | | |
|---|---|---|
| BA-119 | Project Management Practices | 2.00 |
| BA-120 | Project Management Fundamentals | 4.00 |
| BA-128 | Project Management: Leadership Strategies | 4.00 |
| BA-214 | Business Communications | 3.00 |
| BA-224 | Human Resource Management | 4.00 |

| | | |
|---|---|---|
| BA-264 | Project Management Tools | 3.00 |
| BA-285 | Human Relations in Business | 4.00 |
| COMM-100Z | Introduction to Communication | 4.00 |
| COMM-111Z | Public Speaking | 4.00 |
| COMM-126 | Intro to Communication, Gender, and Sexuality | 4.00 |
| COMM-212 | Mass Media & Society | 4.00 |
| COMM-227 | Nonverbal Communication | 4.00 |
| FRP-130 | Introduction to Wildland Firefighting (S-130/S-190) | 2.00 |
| FRP-140 | Course FRP-140 Not Found | 1.00 |
| FRP-150 | Course FRP-150 Not Found | 2.00 |
| FRP-200 | Basic Incident Command System (I-100, I-200, IS-700, IS-800) | 1.00 |
| FRP-248 | Wilderness V: Introduction to Search and Rescue | 2.00 |
| FRP-249 | Followership to Leadership (L-280) | 2.00 |
| PHL-103 | Critical Reasoning | 4.00 |
| PSY-101 | Human Relations | 3.00 |
| PSY-219 | Introduction to Psychological Disorders | 4.00 |
| WR-101 | Workplace Writing | 4.00 |

Reviewer Comments

Key: 71

# Program Change Request

Date Submitted: 05/18/26 12:08 pm

## Viewing: AAS.WLDLNDMGMT : Wildland Fire Management

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

Last edit: 05/18/26 12:08 pm

Changes proposed by: Jordan Gulley (jordan.gulley)

Catalog Pages Using this Program

Wildland Fire Management, AAS

Change Type

NWCCU Portal Update

## Program Contact Information

Are you the Faculty Contact Person?

Yes

### In Workflow

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

### History

1. Oct 6, 2022 by clmig-kxayasene
2. Feb 6, 2023 by Megan Feagles (megan.feagles)
3. Apr 4, 2023 by Megan Feagles (megan.feagles)
4. Apr 18, 2023 by Megan Feagles (megan.feagles)
5. Jun 5, 2023 by Megan Feagles (megan.feagles)
6. Oct 30, 2023 by Megan Feagles (megan.feagles)
7. Apr 1, 2024 by Megan Feagles (megan.feagles)
8. May 3, 2024 by Jordan Gulley (jordan.gulley)

9. Mar 7, 2025 by Jordan Gulley (jordan.gulley)
10. Jun 6, 2025 by Kari Nixon (kari.nixon)
11. Nov 21, 2025 by Jordan Gulley (jordan.gulley)
12. Apr 3, 2026 by Megan Feagles (megan.feagles)

## Program Overview

Name of Proposed Program

Wildland Fire Management

| | |
|---|---|
| Program Code | AAS.WLDLNDMGMT |
| Award (CCWD) | AAS Degree (90-108 credits) (AAS) |
| Type of Program (CCC) | Associate of Applied Science (AAS) |
| Educational Focus Area | Natural Resources |
| Effective Catalog Edition | 2026-2027 |
| Career Area | Human Resources |
| Department | Wildland Fire |
| Division | Technology, Applied Science and Public Services (TAPS) |

Other locations (institutions) this Program will be offered

| | |
|---|---|
| CIP Code | 43.0203 - Fire Science/Fire-fighting. |

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

Yes

| | |
|---|---|
| Please attach documentation (meeting minutes, email confirmation, etc). | Wildland Fire Advisory Board Meeting NOTES.docx |

## Program Award Information

### Program Learning Outcomes (PLOs)

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

| | Outcome(s) |
|---|---|
| 1 | evaluate hazards in the wilderness, forest and fire environments; |
| 2 | design a plan appropriate to the fire or incident situation; |
| 3 | execute the plan based on the appropriate strategy, tactics and incident objectives; |
| 4 | effectively communicate with pertinent individuals to accomplish the mission and/or incident objectives; |
| 5 | successfully lead, supervise and direct incident personnel at the appropriate level of organization. |

Proposed Curriculum

Plan of Study Grid

| | | |
|---|---|---|
| First Year | | |
| Fall Term | | Credits |
| FRP-101 | Basic Forest Management | 3.00 |
| FRP-102 | Basic Forest Management Lab | 1.00 |
| FRP-130 | Introduction to Wildland Firefighting (S-130/S-190) | 2.00 |
| FRP-140 | Course FRP-140 Not Found | 1.00 |
| FRP-150 | Course FRP-150 Not Found | 2.00 |
| FRP-200 | Basic Incident Command System (I-100, I-200, IS-700, IS-800) | 1.00 |
| FYE-101 | First Year Experience Level I | 2.00 |
| ~~GIS-101~~ | ~~Maps and Geospatial Technology~~ | ~~4.00~~ |
| WR-101 | Workplace Writing | 4.00 |
| or WR-121Z | or Composition I | |
| | Credits | 16 |

| | | |
|---|---|---|
| Winter Term | | |
| EMT-105 | Introduction to Emergency Medical Services | 3.00 |
| FRP-110 | Basic Wildland Fire Investigation (FI-110) | 1.00 |
| ~~FRP-244~~ | ~~Wilderness II: Basic Land Navigation (S-244)~~ | ~~3.00~~ |
| FRP-144 | Intro to Land Navigation | 2.00-3.00 |
| or FRP-244 | or Wilderness II: Basic Land Navigation (S-244) | |
| FRP-246 | Wilderness IV: Backcountry CPR/First Aid/AED | 4.00 |
| FRP-250 | Wilderness VI: Basic Tool Use and Care | 1.00 |
| MTH-050 | Technical Mathematics I | 4.00 |
| or MTH-065 | or Algebra II | |
| | Credits | 15-16 |
| Spring Term | | |
| BI-103 | General Biology; Plants & The Ecosystem | 4.00 |
| COMM-111Z | Public Speaking | 4.00 |
| ~~FRP-200~~ | ~~Basic Incident Command System (I-100, I-200, IS-700, IS-800)~~ | ~~4.00~~ |
| FRP-201 | Advanced Forest Management | 3.00 |
| FRP-249 | Followership to Leadership (L-280) | 2.00 |
| | Credits | 13 |
| Second Year | | |
| Fall Term | | |
| EMT-101 | Emergency Medical Technician Part I | 6.00 |
| FRP-243 | Wilderness I: Psychology of Survival | 3.00 |
| FRP-245 | Wilderness III: Weather of the Northwest | 2.00 |
| FRP-255 | Physical Fitness and Nutrition for First Responders | 2.00 |
| ~~GIS-201~~ | ~~Introduction to Geographic Information Systems~~ | ~~4.00~~ |
| GIS-101 | Maps and Geospatial Technology | 4.00 |
| | Credits | 17 |
| Winter Term | | |
| CJA-203 | Crisis Intervention | 3.00 |
| EMT-102 | Emergency Medical Technician Part II | 6.00 |
| FRP-265 | Wildland Fire Prevention Education 1 (P-101) | 3.00 |
| Electives | | 3.00-4.00 |
| | Credits | 15-16 |
| Spring Term | | |
| EMT-109 | Emergency Response Communication/Documentation | 3.00 |
| FRP-112 | Introduction to Chainsaw Operations | 3.00 |
| FRP-131 | Advanced Firefighter Training (S-131/S-133) | 1.00 |
| FRP-211 | Portable Pumps and Water Use (S-211) | 2.00 |
| FRP-270 | Basic Air Operations (S-270) | 1.00 |
| FRP-290 | Intermediate Wildland Fire Behavior (S-290) | 3.00 |
| Electives | | 3.00-4.00 |

| | |
|---|---|
| Credits | 16-17 |
| Total Credits | 92-95 |

# Electives

Any EMT, FRP, GEO, or GIS course not included in the program, or any of the following:

| | | |
|---|---|---|
| BI-112 | General Biology for Health Sciences | 4.00 |
| BI-231Z | Human Anatomy and Physiology I | 4.00 |
| BI-232Z | Human Anatomy and Physiology II | 4.00 |
| BI-233Z | Human Anatomy and Physiology III | 4.00 |
| CH-112Z | Chemistry for Health Professions | 4.00 |
| CJA-206 | Trauma Informed Practices | 3.00 |
| HP-110 | Medical Terminology | 4.00 |

Reviewer Comments

# Program Change Request

Date Submitted: 05/18/26 2:12 pm

## Viewing: CC.FSWILDLAND : Wildland Fire Science

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

Last edit: 05/26/26 7:54 am

Changes proposed by: Jordan Gulley (jordan.gulley)

Catalog Pages Using this Program

Wildland Fire Science, Certificate

Change Type

NWCCU Portal Update

## Program Contact Information

Are you the Faculty Contact Person?

Yes

### In Workflow

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

### Approval Path

1. 05/18/26 1:43 pm Megan Feagles (megan.feagles): Rollback to Initiator

### History

1. Oct 6, 2022 by clmig-kxayasene
2. Feb 6, 2023 by Megan Feagles (megan.feagles)
3. Apr 4, 2023 by Megan Feagles (megan.feagles)
4. Apr 18, 2023 by Megan Feagles (megan.feagles)
5. Jun 5, 2023 by Megan Feagles (megan.feagles)
6. Oct 30, 2023 by Megan Feagles (megan.feagles)

7. Mar 11, 2024 by Megan Feagles (megan.feagles)
8. Mar 21, 2024 by Megan Feagles (megan.feagles)
9. May 3, 2024 by Jordan Gulley (jordan.gulley)
10. Mar 7, 2025 by Jordan Gulley (jordan.gulley)
11. Jun 6, 2025 by Kari Nixon (kari.nixon)
12. Apr 3, 2026 by Megan Feagles (megan.feagles)

## Program Overview

Name of Proposed Program

Wildland Fire Science

| | |
|---|---|
| Program Code | CC.FSWILDLAND |

Award (CCWD)

Certificate (45-60 credits) (CC1)

| | |
|---|---|
| Type of Program (CCC) | Certificate of Completion (CC) |
| Educational Focus Area | Natural Resources |
| Effective Catalog Edition | 2026-2027 |
| Career Area | Human Resources |
| Department | Wildland Fire |
| Division | Technology, Applied Science and Public Services (TAPS) |

Other locations (institutions) this Program will be offered

| | |
|---|---|
| CIP Code | 43.0203 - Fire Science/Fire-fighting. |

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

Yes

Please attach documentation (meeting minutes, email confirmation, etc).

Wildland Fire Advisory Board Meeting NOTES.docx

## Program Award Information

### Program Learning Outcomes (PLOs)

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

| | Outcome(s) |
|---|---|
| 1 | evaluate hazards in the wilderness, forest, and fire environments and take appropriate actions to ensure personal safety; |
| 2 | design a plan appropriate to the fire or incident situation; |
| 3 | demonstrate safe operation of firefighting tools and equipment; |
| 4 | execute the plan based on the appropriate strategy, tactics, and incident objectives; |
| 5 | successfully lead, supervise, and direct personnel at the appropriate level of organization. |

Proposed Curriculum

Plan of Study Grid

| First Term | | Credits |
|---|---|---|
| FRP-101 | Basic Forest Management | 3.00 |
| FRP-102 | Basic Forest Management Lab | 1.00 |
| FRP-130 | Introduction to Wildland Firefighting (S-130/S-190) | 2.00 |
| ~~FRP-243~~ | ~~Wilderness I: Psychology of Survival~~ | ~~3.00~~ |
| FRP-140 | Course FRP-140 Not Found | 1.00 |

| | | |
|---|---|---|
| FRP-150 | Course FRP-150 Not Found | 2.00 |
| FRP-200 | Basic Incident Command System (I-100, I-200, IS-700, IS-800) | 1.00 |
| FRP-245 | Wilderness III: Weather of the Northwest | 2.00 |
| FRP-255 | Physical Fitness and Nutrition for First Responders | 2.00 |
| GIS-101 | Maps and Geospatial Technology | 4.00 |
| | Credits | 18 |
| Second Term | | |
| FRP-110 | Basic Wildland Fire Investigation (FI-110) | 1.00 |
| ~~FRP-244~~ | ~~Wilderness II: Basic Land Navigation (S-244)~~ | ~~3.00~~ |
| FRP-144 | Intro to Land Navigation | 2.00-3.00 |
| or FRP-244 | or Wilderness II: Basic Land Navigation (S-244) | |
| FRP-246 | Wilderness IV: Backcountry CPR/First Aid/AED | 4.00 |
| FRP-250 | Wilderness VI: Basic Tool Use and Care | 1.00 |
| FRP-265 | Wildland Fire Prevention Education 1 (P-101) | 3.00 |
| MTH-050 | Technical Mathematics I | 4.00 |
| or MTH-065 | or Algebra II | |
| WR-101 | Workplace Writing | 4.00 |
| or WR-121Z | or Composition I | |
| | Credits | 19-20 |
| Third Term | | |
| BI-103 | General Biology; Plants & The Ecosystem | 4.00 |
| COMM-111Z | Public Speaking | 4.00 |
| FRP-112 | Introduction to Chainsaw Operations | 3.00 |
| FRP-201 | Advanced Forest Management | 3.00 |
| ~~FRP-212~~ | ~~Wildfire Power Saws (S-212)~~ | ~~3.00~~ |
| FRP-249 | Followership to Leadership (L-280) | 2.00 |
| Electives | | 2.00-4.00 |
| | Credits | 18-20 |
| | Total Credits | 55-58 |

# Electives

Any EMT, FRP, GEO, or GIS course not included in the program, or any of the following:

| | | |
|---|---|---|
| BI-112 | General Biology for Health Sciences | 4.00 |
| BI-231Z | Human Anatomy and Physiology I | 4.00 |
| BI-232Z | Human Anatomy and Physiology II | 4.00 |
| BI-233Z | Human Anatomy and Physiology III | 4.00 |
| CH-112Z | Chemistry for Health Professions | 4.00 |
| CJA-206 | Trauma Informed Practices | 3.00 |

| | | |
|---|---|---|
| HP-110 | Medical Terminology | 4.00 |

Reviewer Comments

**Megan Feagles (megan.feagles) (05/18/26 1:43 pm):** Rollback: - FRP-249 is a prereq for FRP-112. I can see for 26/SP FRP-249 takes place before FRP-112, but in 26/FA FRP-249 is scheduled for 12/3/26 and FRP-112 is scheduled for 10/9/26. Can you please confirm that FRP-249 will always be set to run before FRP-112 when offered in the same term? - Wanted to double check that some of courses in the second term are offered for a shortened number of weeks. Is that correct? Because students cannot take more than 18 credits without special permission and the second term is at 19-20 credits. - If you are explicitly listing elective options that are 4 credits, please change the number of electives in the program to include 4 credits.

Key: 171

# Program Change Request

Date Submitted: 05/18/26 12:04 pm

## Viewing: CC.FIREFIGHT1 : Wildland Firefighter 1

Last approved: 06/06/25 9:07 am

Last edit: 05/18/26 12:04 pm

Changes proposed by: Kari Nixon (kari.nixon)

Catalog Pages Using this Program

Wildland FireFighter 1, Career Pathway Certificate

Change Type

CCWD Substantive Change

NWCCU Portal Update

## Program Contact Information

Are you the Faculty Contact Person?

Yes

### In Workflow

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

### Approval Path

1. 11/03/25 11:49 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 11/05/25 8:57 am Kari Nixon (kari.nixon): Approved for WLDF Chair
3. 11/05/25 10:43 am Armetta Burney (armetta.burney): Approved for DTPS Dean
4. 11/07/25 7:14 am Megan Feagles (megan.feagles): Approved for Curriculum Office
5. 11/21/25 9:06 am Megan Feagles (megan.feagles): Rollback to Initiator

6. 03/06/26 12:17 pm Megan Feagles (megan.feagles): Rollback to Initiator
7. 03/06/26 1:40 pm Megan Feagles (megan.feagles): Rollback to Initiator

## History

1. Oct 6, 2022 by clmig-kxayasene
2. Jun 5, 2023 by Megan Feagles (megan.feagles)
3. Jun 5, 2023 by Megan Feagles (megan.feagles)
4. Mar 21, 2024 by Megan Feagles (megan.feagles)
5. May 3, 2024 by Jordan Gulley (jordan.gulley)
6. Mar 7, 2025 by Jordan Gulley (jordan.gulley)
7. Jun 6, 2025 by Kari Nixon (kari.nixon)

# Program Overview

Name of Proposed Program

Wildland Firefighter 1

Program Code CC.FIREFIGHT1

Award (CCWD)

Career Pathway Certificate (12-44 credits) (CPCC)

Parent Program

CC.FSWILDLAND

| | |
|---|---|
| Type of Program (CCC) | Certificate of Completion (CC) |
| Educational Focus Area | Natural Resources |
| Effective Catalog Edition | 2026-2027 |
| Student Estimate | 20 |
| Career Area | Human Resources |
| Department | Wildland Fire |
| Division | Technology, Applied Science and Public Services (TAPS) |

Other locations (institutions) this Program will be offered

| | |
|---|---|
| CIP Code | 43.0203 - Fire Science/Fire-fighting. |

Program Description

This program will provide students the opportunity to gain the skills necessary to prepare them for entry-level jobs in the wildland firefighting industry. The intent of the program is to prepare students to be ready for employment late spring.

## Labor Market

| | |
|---|---|
| Occupation Profiles Report | Occupation & Wage Information - FFT1.pdf |
| Employer Advisory Board List | 2026 advisory roster.pdf |

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

Yes

| | |
|---|---|
| Please attach documentation (meeting minutes, | Wildland Fire Advisory Board Meeting NOTES.docx |

email confirmation,
etc).

## Target Population

Target Population

Students seeking to gain skills and qualifications required to enter into the fire industry. This certificate highlights & describes multiple career paths into the wildland fire industry.

## Program Award Information

### Program Learning Outcomes (PLOs)

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

| | Outcome(s) |
|---|---|
| 1 | evaluate hazards in the wilderness environments and take appropriate actions to ensure personal safety; |
| 2 | demonstrate safe operation of firefighting tools and equipment; |
| 3 | effectively communicate with pertinent individuals to accomplish the mission and/or incident objectives; |
| 4 | successfully lead, supervise, and direct incident personnel at the appropriate level of organization. |

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 |
|---|
| FRP-140 |
| FRP-150 |

Are new sections of exisiting 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

Yes

Describe

Program is WIA eligible.

Veterans Benefits

Yes

Describe

This program is approved for VA benefits.

State of Oregon Financial Aid

No

College Financial Aid

No

Private Business, Foundation Aid

Yes

Describe

This program is eligible for use of foundation funds.

Other

No

## Program Approval Standards

Standard A: Need - The community college provides clear evidence of the need for the program.

There is clear need for entry level firefighters as our climate continues to change and wild fires continue to increase each year. There is also an aging population of trained firefighters that are either moving out of the industry (for a new career path or to retire) and a need for men & women that can do this job. This program prepares them by introducing them to the field and then teaching them: fire investigation, tools (including power saws)-use & care, mapping & land navigation; leadership; first aid; and physical fitness & nutrition.

Standard B: Collaboration - The community college utilizes systemic methods for meaningful and ongoing involvement of the appropriate constituencies.

The community college requires that we have one to two advisory board meetings each academic year and we do this. In addition, we have meetings consistently with industry partners; such as Oregon Trail, Oregon Department of Forestry, Clackamas Fire; to discuss needs at both the state and federal level. We also have industry experts come in to classes to do demonstrations and give feedback about what we are teaching students currently. We also do events in community, when asked and available, where we talk through safety and what is needed to get into an entry level job (and beyond) and how our program helps accomplish that.

Standard C: Alignment - The program is aligned with appropriate education, workforce development, and economic development activities.

The community college continues to work with partners, through our advisory board and other communication, to stay in tune with what is needed. We work with our students to fill out applications for firefighting jobs once they complete their coursework. Students who take these courses can get into a job in firefighting. This program is, however, stackable with our longer programs including our AAS in Wildland Fire Management. This program does include mapping with an included GIS (Geospatial Informational Systems) component and combined with the land navigation piece this would helpful should someone choose to go into our GIS Certificate of Completion or our Emergency Management Professionals Certificate of Completion or AAS.

Standard D: Design - The program leads to student achievement of academic and technical knowledge, skills, and related proficiencies.

Students completing this program will have done both classroom work as well as hands on, technical skills, learning that will enable them to be hired on as a firefighter. Students are taught these things but faculty who have done these jobs and can give real world scenarios and answer questions to help guide students to a wider understanding of this field. This is a foundation that can lead to continued potential growth for the student.

Standard E: Capacity - The community college identifies and has the resources to develop, implement, and sustain the program.

The college has been offering this program therefore there are no additional resources needed to implement or sustain.

| Proposed Curriculum | | |
|---|---|---|
| FRP-110 | Basic Wildland Fire Investigation (FI-110) | 1.00 |
| FRP-112 | Introduction to Chainsaw Operations | 3.00 |
| FRP-130 | Introduction to Wildland Firefighting (S-130/S-190) | 2.00 |
| ~~FRP-212~~ | ~~Wildfire Power Saws (S-212)~~ | ~~3.00~~ |
| ~~FRP-244~~ | ~~Wilderness II: Basic Land Navigation (S-244)~~ | ~~3.00~~ |
| FRP-140 | Course FRP-140 Not Found | 1.00 |
| FRP-150 | Course FRP-150 Not Found | 2.00 |
| FRP-200 | Basic Incident Command System (I-100, I-200, IS-700, IS-800) | 1.00 |
| FRP-246 | Wilderness IV: Backcountry CPR/First Aid/AED | 4.00 |
| FRP-249 | Followership to Leadership (L-280) | 2.00 |
| FRP-250 | Wilderness VI: Basic Tool Use and Care | 1.00 |
| FRP-255 | Physical Fitness and Nutrition for First Responders | 2.00 |
| GIS-101 | Maps and Geospatial Technology | 4.00 |
| Total Credits | | 23 |

Reviewer Comments

**Megan Feagles (megan.feagles) (11/21/25 9:06 am):** Rollback: rollback from Curriculum Committee

**Megan Feagles (megan.feagles) (03/06/26 12:17 pm):** Rollback: FRP-130 coreqs

**Megan Feagles (megan.feagles) (03/06/26 1:40 pm):** Rollback: - More than 30% change. CCWD will view this as a new program. Please fill out the required fields and resubmit.

Key: 172

# Program Change Request

Date Submitted: 05/27/26 11:39 am

## Viewing: CC.GIS : Geographic Information Systems (GIS) Technology

Last approved: 06/06/25 9:07 am

Last edit: 05/27/26 11:39 am

Changes proposed by: Angela Armen (angela.armen)

Catalog Pages Using this Program

Geographic Information Systems (GIS) Technology, Certificate

### In Workflow

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

### History

1. Oct 6, 2022 by clmig-kxayasene
2. Jun 5, 2023 by Megan Feagles (megan.feagles)
3. Mar 21, 2024 by Megan Feagles (megan.feagles)
4. Jun 6, 2025 by Angela Armen (angela.armen)

Change Type

## Program Contact Information

Are you the Faculty Contact Person?

No

Faculty Contact Email

angela.armen@clackamas.edu

## Program Overview

Name of Proposed Program

Geographic Information Systems (GIS) Technology

Program Code CC.GIS

Award (CCWD)

Certificate (31-35 credits) (CC0)

| | |
|---|---|
| Type of Program (CCC) | Certificate of Completion (CC) |
| Educational Focus Area | Natural Resources |
| Effective Catalog Edition | 2026-2027 |
| Career Area | Industrial and Engineering Systems |
| Department | Emergency Management/GIS |
| Division | Technology, Applied Science and Public Services (TAPS) |

Other locations (institutions) this Program will be offered

| | |
|---|---|
| CIP Code | 15.1102 - Surveying Technology/Surveying. |

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

No

Reason the Advisory Committee was not contacted.

minor changes to electives

## Program Award Information

### Program Learning Outcomes (PLOs)

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

| | Outcome(s) |
|---|---|
| 1 | apply geographic knowledge and GIS software techniques to create high quality analysis, data, applications, and maps; |
| 2 | design and create geodatabases; |
| 3 | automate geoprocessing tools to manipulate, generate, display, and analyze GIS data; |

| | Outcome(s) |
|---|---|
| 4 | analyze and interpret remotely sensed data including aerial and satellite imagery, LIDAR and GPS data; |
| 5 | apply programming skills to create and customize applications and tools. |

Proposed Curriculum

Plan of Study Grid

| First Term | | Credits |
|---|---|---|
| GIS-101 | Maps and Geospatial Technology | 4.00 |
| GIS-201 | Introduction to Geographic Information Systems | 4.00 |
| GIS-238 | GIS Web Mapping | 4.00 |
| | Credits | 12 |
| Second Term | | |
| GIS-202 | GIS Applications | 4.00 |
| GIS-236 | Programming for GIS | 4.00 |
| Select one of the following: | | 4.00 |
| GIS-260 | GIS and The Environment | |
| GIS-280 | GIS/CWE | |
| GIS-286 | Remote Sensing | |
| | Credits | 12 |
| Third Term | | |
| GIS-232 | Data Collection & Application | 4.00 |
| GIS-270 | GIS Capstone | 4.00 |
| Electives | | 3.00-4.00 |
| | Credits | 11-12 |
| | Total Credits | 35-36 |

# Electives

| | | |
|---|---|---|
| EMP-204 | Foundations of Emergency Planning | 4.00 |
| FRP-130 | Introduction to Wildland Firefighting (S-130/S-190) | 2.00 |
| FRP-140 | Course FRP-140 Not Found | 1.00 |
| FRP-150 | Course FRP-150 Not Found | 2.00 |
| FRP-200 | Basic Incident Command System (I-100, I-200, IS-700, IS-800) | 1.00 |
| GEO-100 | Introduction to Physical Geography | 4.00 |
| GEO-130 | Introduction to Environmental Geography | 4.00 |

Reviewer
Comments

Key: 87

# Program Change Request

Date Submitted: 03/06/26 1:06 pm

Viewing: **EFA.NATRESORCES : EFA, Natural Resources**

Last approved: 03/07/25 8:56 am

Last edit: 03/09/26 7:48 am

Changes proposed by: Jordan Gulley (jordan.gulley)

Catalog Pages Using this Program

Natural Resources

Change Type

## Program Contact Information

Are you the Faculty Contact Person?

Yes

## Program Overview

Name of Proposed Program

### In Workflow

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

### Approval Path

1. 03/06/26 12:18 pm Megan Feagles (megan.feagles): Rollback to Initiator

### History

1. Oct 6, 2022 by clmig-kxayasene
2. Mar 11, 2024 by Megan Feagles (megan.feagles)
3. Mar 26, 2024 by Megan Feagles (megan.feagles)
4. Nov 19, 2024 by Megan Feagles (megan.feagles)
5. Mar 7, 2025 by Jordan Gulley (jordan.gulley)

EFA, Natural Resources

| | |
|---|---|
| Program Code | EFA.NATRESORCES |
| Award (CCWD) | Educational Focus Area (EFA) |
| Type of Program (CCC) | Educational Focus Area (EFA) |
| Educational Focus Area | |
| Effective Catalog Edition | 2026-2027 |
| Career Area | Agriculture, Food & Natural Resources Systems |
| Department | Arts and Sciences |
| Division | Arts and Sciences |

Other locations (institutions) this Program will be offered

| | |
|---|---|
| CIP Code | 24.0102 - General Studies. |

## Program Award Information

### Program Learning Outcomes (PLOs)

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

| Proposed Curriculum | | |
|---|---|---|
| EFA-101N | Introduction to Natural Resources | 1.00 |
| Select one of the following: | | 4.00-5.00 |
| FRP-130 & FRP-140 & FRP-150 | Introduction to Wildland Firefighting (S-130/S-190) and Course FRP-140 Not Found and Course FRP-150 Not Found | |
| FRP-101 & FRP-102 | Basic Forest Management and Basic Forest Management Lab | |
| FYE-101 | First Year Experience Level I | 2.00 |

| | | |
|---|---|---|
| HOR-111 | Horticulture Practicum/Fall | 2.00 |
| Select one of the following: | | 4.00 |
| WET-110 & MTH-082A | Wastewater Operations I and Wastewater Math I | |
| WET-111 & MTH-082B | Waterworks Operations I and Waterworks Math I | |

Reviewer Comments

**Megan Feagles (megan.feagles) (03/06/26 12:18 pm):** Rollback: FRP-130 coreqs

Key: 51

Clackamas Community College

# General Education

| Course Number | Title | General Education Area |
|---|---|---|
| ENG-253 | American Literature: Pre-Columbian to Civil War | Arts & Letters |
| ENG-255 | American Literature: Topics in American Literature | Arts & Letters |

# General Education and Related Instruction Admin Change Request

## New Proposal

Date Submitted: 05/05/26 6:10 pm

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

Last edit: 05/05/26 6:10 pm

Changes proposed by: Taylor Donnelly (tdonnelly)

Parent Course:

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

Name of the Course

American Literature: Pre-Columbian to Civil War

Course Code

ENG-253

Are you the Faculty Contact Person?

Yes

Is General Education certification being sought?

Yes

If yes, in which area(s)?

Arts & Letters

Is Related Instruction certification being sought?

No

### In Workflow

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

### Approval Path

1. 05/06/26 5:23 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 05/19/26 11:59 am Jeffrey McAlpine (jeffmc): Approved for General Education Sub-Committee

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

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

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

Syllabus ENG 253.docx

Any additional notes/comments:

This course syllabus shows the readings and assignments that put this class firmly into an Arts and Letters experience.

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

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

Yes

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

Course Description
Major Topics
SLOs

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

Fundamental ideas and practices of a literature course, such as American literature, are grounded in the reading and discussing of key texts within a framework of historical context, as well as learning and applying skills of close reading to build analyses, interpretations, and evaluations of the texts within the broader picture of culture.

Attach File

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

Yes

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

Course Description
Major Topics
SLOs

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

From the foundation of reading texts from across this historical span, students respond in discussion and writing to use textual evidence to support their own analytical and critical responses to what we have read.

Attach File

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

Yes

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

Course Description
Major Topics
SLOs

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

One key convention within literature is the evolution of genres, which is why students get to explore poetry, fiction, and non-fiction as these genres develop and change across the historical time span of this course.

Attach File

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

Yes

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

Course Description
Major Topics
SLOs

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

Students read about and discuss the historical and cultural contexts around individual works, but also those that are commonly used to define scholarly approaches to eras of literature (such as "antebellum"). With a big picture of how a given historical moment is defined, in terms of events, people, and social changes, individual works become clear reflections of -- and influences on -- historical and cultural context.

Attach File

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

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

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

Course description
Major topics
SLOs

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

Whether it's in class discussions or assignments, the study of literature is based on using textual evidence to support ideas -- to analyze, synthesize, and evaluate in order to develop interpretations of individual works, or to trace the evolution of certain themes over time depending on the influences of history, or to notice how the aesthetic conventions of a genre evolve depending on the influence of writers and the tastes of popular audiences.

Attach File

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

General Education Outcomes (GEOs)

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

| SLOs | Explanation of Alignment |
|---|---|
| 3. Analyze the form and content of American literary works using relevant technical and critical vocabulary | The interpretation of literature is built on close analysis of texts, and the accuracy and depth of those analyses depends on having precise vocabulary for both the form and content of those texts. By practicing with accurate and relevant terms, students gain the foundation that allows them to deepen initial analyses to more resonant and personal interpretations which are the core of what make literature an engaging and enriching component of our culture and our personal lives. |
| 4. Relate the content, form, and themes of American literary works to modern events, other media, and their own lives | The drawing of connections, whether personal or historical or across media, is both a creative and interpretive act showing deep engagement with arts and letters. |
| 6. Construct and defend interpretations of American literature based on class discussion and independent literary research | The interpretations students construct and defend are often deeply creative in themselves, and lead to the depth and awareness of the mind that enrich the quality of life |

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

| SLOs | Explanation of Alignment |
|---|---|
| 1. Identify and analyze the essential developments in genres of American poetry, fiction, drama, and prose from from the pre-Colonial era to 1865 | Analyzing how a genre develops gives students a historical range of human experience and expression, giving context to the local and global issues that American literature responds to in its own way. |
| 2. Summarize and assess the historical context of American literary works; | The historical context of American literature shows both the values and ethics shaping writers of their times, who in turn shape range of experience and expression within the genre and in art itself. |
| 4. Relate the content, form, and themes of American literary works to modern events, other media, and their own lives | Relating form and content of American literature to personal, historical, or other fictional contexts allows students to locate the connections of values and ethics across place and time |

| SLOs | Explanation of Alignment |
| --- | --- |
| 5. Evaluate the historical significance and/or artistic merit of American literary works, supported by textual evidence | Evaluations of both historical significance and artistic merit rely on noticing values, and connecting those values to modes of expression and depictions of experience across the contexts of time and place. |

### AL-3. General Education Assessment:

Attach assessment documentation for all general education outcomes.

Primary Source Project for ENG 253.docx

Comments

This assignment about using primary sources in a literature class allows students to involve historical analysis alongside literary interpretation, to relate to and reflect on what we read and how stories are told.

B. Attach evaluation documentation for all general education outcomes.

ASSESSMENT CRITERIA FOR PRIMARY SOURCE PROJECT.docx

Comments

This is the single-point rubric used to assess the Primary Source Project linked above.

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

Reviewer

Comments

# General Education and Related Instruction Admin Change Request

## New Proposal

Date Submitted: 05/05/26 11:17 am

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

Last edit: 05/05/26 11:17 am

Changes proposed by: Taylor Donnelly (tdonnelly)

Parent Course:

ENG-255: American Literature: Topics in American Literature

Name of the Course

American Literature: Topics in American Literature

Course Code

ENG-255

Are you the Faculty Contact Person?

Yes

Is General Education certification being sought?

Yes

If yes, in which area(s)?

Arts & Letters

Is Related Instruction certification being sought?

No

### In Workflow

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

### Approval Path

1. 05/05/26 11:18 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 05/15/26 9:45 am Elizabeth Carney (elizabeth.carney): Approved for General Education Sub-Committee

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

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

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

ENG 255 Syllabus Fall 2023.docx

Any additional notes/comments:

This course syllabus shows the readings and briefly discusses the assignments that put this class firmly into an Arts and Letters experience.

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

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

Yes

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

Course Description
Major Topics
SLOs

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

Fundamental ideas and practices of a literature course, such as American literature, are grounded in the reading and discussing of key texts within a framework of historical context, as well as learning and applying skills of close reading to build analyses, interpretations, and evaluations of the texts within the broader picture of culture.

Attach File

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

Yes

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

Course Description
Major Topics
SLOs

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

From the foundation of reading themed texts across a historical span, students respond in discussion and writing to use textual evidence to support their own analytical and critical responses to what we have read.

Attach File

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

Yes

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

Course Description
Major Topics
SLOs

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

One key convention within literature is the evolution of genres, which is why students get to explore poetry, drama, fiction, and non-fiction as different techniques for approaching a shared central theme.

Attach File

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

Yes

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

Course Description
Major Topics
SLOs

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

Students read about and discuss the historical and cultural contexts around individual works, but also those that are commonly used to define scholarly approaches to eras of literature or culture (in the case of the mental health theme, ideas liked the Psychoanalytic era, or the era of de-institutionalization). With a big picture of how a given historical moment is defined, in terms of events, people, and social changes, individual works become clear reflections of -- and influences on -- historical and cultural context.

Attach File

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

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

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

Course description
Major topics
SLOs

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

Whether it's in class discussions or assignments, the study of literature is based on using textual evidence to support ideas -- to analyze, synthesize, and evaluate in order to develop interpretations of individual works, or to trace the evolution of certain themes over time depending on the influences of history, or to notice how the aesthetic conventions of a genre evolve depending on the influence of writers and the tastes of popular audiences.

Attach File

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

General Education Outcomes (GEOs)

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

| SLOs | Explanation of Alignment |
|---|---|
| 3. Analyze the form and content of American literary works using relevant technical and critical vocabulary; | The interpretation of literature is built on close analysis of texts, and the accuracy and depth of those analyses depends on having precise vocabulary for both the form and content of those texts. By practicing with accurate and relevant terms, students gain the foundation that allows them to deepen initial analyses to more resonant and personal interpretations which are the core of what make literature an engaging and enriching component of our culture and our personal lives. |
| 4. Relate the content, form, and themes of American literary works to modern events, other media, and their own lives | The drawing of connections, whether personal or historical or across media, is both a creative and interpretive act showing deep engagement with arts and letters. |
| Construct and defend interpretations of American literature based on class discussion and independent literary research. | The interpretations students construct and defend are often deeply creative in themselves, and lead to the depth and awareness of the mind that enrich the quality of life. |

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

| SLOs | Explanation of Alignment |
|---|---|
| 1. Identify and analyze the essential developments in genres of American Literature within the course theme | AL 2: Analyzing how a genre develops gives students a historical range of human experience and expression, giving context to the local and global issues that American literature responds to in its own way. |
| 2. Summarize and assess the historical context of the course readings; | The historical context of American literature shows both the values and ethics shaping writers of their times, who in turn shape range of experience and expression within the genre and in art itself. |
| 4. Relate the content, form, and themes of American literary works to modern events, other media, and their own lives | Relating form and content of American literature to personal, historical, or other fictional contexts allows students to locate the connections of values and ethics across place and time |

| SLOs | Explanation of Alignment |
| --- | --- |
| 5. Evaluate the historical significance and/or artistic merit of American literary works, supported by textual evidence | Evaluations of both historical significance and artistic merit rely on noticing values, and connecting those values to modes of expression and depictions of experience across the contexts of time and place. |

### AL-3. General Education Assessment:

Attach assessment documentation for all general education outcomes.

Mental Health Dialogue Due.docx

Comments

This assignment asks students to choose two characters and invent a dialogue for them, showing knowledge of their respective historical moments and literary contexts and using the conventions and techniques of drama specifically to do so, and then to reflect on their learning overall.

B. Attach evaluation documentation for all general education outcomes.

ASSESSMENT CRITERIA for Mental Health Dialogue.docx

Comments

Here is the rubric for the Mental Health Dialogue (also included in the original assignment description).

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

Reviewer Comments