Curriculum Committee Agenda

November 6, 2026 (8-9:30am)

	Presenter	Action
1. Welcome	**Chair**	
2. Approval of Minutes	**Chair**	Approval
3. Consent Agenda a. Course Number Changes b. Course Title Change c. Reviewed Outlines for Approval	**Chair**	Approval
4. Course and Program Approvals a. Accounting AAS Amendment b. New Course – BA-106 c. FRP Credit Changes a. FRP-212 b. FRP-220	 **Joan San-Claire** **Bev Forney** **Jordan Gulley**	 Approval/27.SU Approval/27.WI Approval/27.WI Approval/27.WI
5. Old Business a.		
6. New Business a. Clackamas Connect b. CTE Math Updates c. Related Instruction Review Team Update d. Curriculum Committee Charter Updates e. Curriculum Committee Membership List Updates	 **Chair** **Misay Partnof** **Kelly Mercer** **Kelly Mercer** **Kelly Mercer**	 Informational Informational Informational Approval Informational
7. Closing Comments		

Curriculum Committee Minutes

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

Present: ASG (Selena Tran), Keely Baca, Nora Brodnicki, Debra Carino, Elizabeth Carney, Virginia Chambers, Craig Connors, Ephanie Debey, SD DeWaay, Ada Echevarria, Megan Feagles (Recorder), Erin Gravelle, Jordan Gulley (Co-Chair), Kari Hiatt, Danielle Hoffman, Kerrie Hughes, Anne Innis, Kara Leonard, Kelly Mercer (Co-Chair), Deanna Myers, Misay Partnof, David Plotkin, Nicole Rosevear, Charles Siegfried, Aundrea Snitker, Sarah Steidl, Chris Sweet, Diana Tourney

Guests: Dustin Bates

Absent: Dustin Bare, Armetta Burney, Keoni McHone, Terrie Sanne, Lizzie Sauber, AJ Smith, April Smith, Dru Urbassik

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1. **Welcome**
2. **Approval of Minutes**
    a. Approval of the 10/2/2026 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. Hours Change – AB-149
        a. Dustin Bates presented
        b. Currently 28 LECT/2 Credits, proposed change to 22 LECT/2 Credits.
        c. Course originally ran at 14 hours per credit (28 hours for the course earning 2 credits). There is not a need to run the course at 14 hours per credit so to follow along with the college's typical 11 hours per credit we are switching the course to run 22 hours earning 2 credits.

Motion to approve, approved

    b. Amendments
        a. Curriculum Office presented
        b. Same change for all programs. Updating CH-105/CH-105L to be CH-105/CH-125. Updating CH-106/CH-106L to be CH-106/CH-126. The program approvals were already underway last year at the time the new courses were added so these changes are being made now.
        c. Human Development and Family Services (AAT)
        d. Human Development and Family Services (AST)
        e. Sociology (AAT)
        f. Sociology (AST)

Motion to approve, approved

5. **Old Business**
    a. Charter/Membership
        i. Continued discussion from 10/2/26 meeting about whether to vote to add two non-faculty positions to the membership. We've filled three of the five vacant faculty positions since last time.
        ii. Current membership includes 19 faculty and 16 non-faculty.
        iii. The Full-Time Faculty contract specifies that faculty must make up a majority of membership on committees whose primary role involves course content and instruction.
        iv. Are there any non-faculty positions that are no longer needed?
        v. Vote to add an Industrial Technology position since there is no available Automotive and Welding faculty at this time.

Motion to approve, approved

        vi. Vote to update the Charter to approve the Director of Health Sciences role?

Motion to approve, approved

vii. Should a small group get together to review the membership?

1. SD, Nora, Jordan and Kelly volunteered.

6. New Business

a.

7. Closing Comments

-Meeting Adjourned-

Next Meeting: November 6, 2026 (8-9:30am)

Clackamas Community College

CONSENT AGENDA

1. Course Title Change

Course	Current Title	Proposed Title
ANT-232	Native Americans of North America	Indigenous Peoples of North America

2. Course Number Change

Course	Title	Proposed Course Number

3. Outlines Reviewed for Approval

Course	Title	Implementation
AM-223	Alternative Fuels Transportation Technology	2027/WI
ANT-232	Indigenous Peoples of North America	2027/WI
ANT-280	Anthropology/CWE	2027/WI
BA-205	Business Communications With Technology	2027/WI
BA-216	Cost Accounting	2027/WI
BA-240	Introduction to Financial Management	2027/WI
ECE-258ES	Equidad y Diversidad en La Educación Infantil	2027/WI
HD-130	Community College Peer Leadership	2027/WI
HOR-135	Propagation of Edible Plants	2027/WI
HOR-290	Special Topics in Horticulture	2027/WI
HP-100	Healthcare Provider BLS/CPR, First	2027/WI
WS-101	Introduction to Women's Studies	2027/WI

Course Change Request

Date Submitted: 10/29/26 9:50 am

Viewing: AM-223 : Alternative Fuels Transportation Technology

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

Last edit: 10/29/26 9:50 am

Changes proposed by: Nicholas Roberts (nick.roberts)

Catalog Pages referencing this course

- Automotive Service Technology (AM)
- Automotive Service Technology, AAS

Programs referencing this course

- AAS.AUTOSERTECH: Automotive Service Technology

In Workflow

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

Approval Path

1. 10/20/26 12:31 pm Megan Feagles (megan.feagles): Rollback to Initiator
2. 10/20/26 1:03 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
3. 10/28/26 12:38 pm Erin Gravelle (erin.gravelle): Rollback to Initiator
4. 10/29/26 1:13 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
5. 10/29/26 1:50 pm Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum

Committee Outline Review Team

History

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

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix	AM - Automotive Service Technology
Course Number	223
Department	Automotive and Welding Department
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	Alternative Fuels Transportation Technology

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course
Allow 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	Winter 2027

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

Provides students with knowledge of theory and physical description of hybrid, Electric, Fuel cell vehicles. The student will have the opportunity to acquire practical experience in the area of diagnosing and repairing alternative fuel transportation vehicles.

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

AM-129

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	service all hybrid/Battery Electric Vehicle systems;
2	explain how AC-DC and DC-DC converters work;
3	test high voltage battery and related components;
4	remove and replace high voltage battery packs;
5	test 3 phase brushless AC/DC electric machines; ~~machines.~~
6	explain fireman's loop function and location;
7	analyze hazard assessment before transporting a damaged EV vehicle;
8	apply application of personal protection measures against electrical body flow;
9	explain proper firefighting techniques for battery fires in a shop environment.

Major Topic Outline

1. The history of hybrids. 2. High voltage safety. 3. Basic electric principles. 4. 3 phase sensed and non sensed motor operation 5. AC-DC Inverters. 6. DC-DC converters. 7. CVT transmission. 8. Resolvers/Hall sensors 9. Interlock circuits. 10. Electric steering. 11. Braking system. 12. A/C system. 13. High voltage battery.

Green Course Management

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

Increased Energy Efficiency

Yes

Produce Renewable Energy

Yes

Prevent Environmental Degradation

Yes

Clean up Natural Environment

Yes

Supports Green Services

Yes

Percent of Course 80

Reviewer Comments

Megan Feagles (megan.feagles) (10/20/26 12:31 pm): Rollback: AM-129 is listed as both a required prerequisite and a recommended prerequisite. It can only be one or the other.
Erin Gravelle (erin.gravelle) (10/28/26 12:38 pm): Rollback: Hi Nick, Thank you for your work on these revisions. As the TAPS Curriculum Review Committee reviewed the Student Learning Outcomes, we wondered if there might be a stronger verb than "identify" that would better reflect what students are expected to learn in this course. While "identify" works well in some situations, verbs like "explain," "demonstrate," "apply," or "analyze" may better capture what students should be able to do with the knowledge and skills they gain. Would you mind taking another look at this outcome to see if there is a verb that better reflects the level of learning students are expected to achieve? Thank you!

Key: 35

Preview Bridge

Course Change Request

Date Submitted: 10/27/26 9:23 am

Viewing: ANT-232 : Indigenous Peoples ~~Native Americans~~ of North America

Last approved: 10/30/23 4:50 am

Last edit: 11/06/26 8:08 am

Changes proposed by: Keely Baca (keely.baca)

Catalog Pages referencing this course

- Anthropology (ANT)
- Associate of Arts Oregon Transfer (AAOT)
- Associate of General Studies (AGS)
- Biology (AST)
- Biology Emphasis, AS - with Oregon State University
- Business (AST)
- Computer Science (AST)
- Core Transfer Map (CTM)
- Electronics Engineering Technology, AAS
- English (AAT)
- Human Development and Family Services (AAT)
- Human Development and Family Services (AST)
- Microelectronics Systems Technology, AAS
- Music Emphasis, AS - with Portland State University
- Oregon Transfer Module (OTM)
- Psychology (AST)
- Sociology (AAT)
- Sociology (AST)

Programs referencing this course

- AAS.MICROSYSTECH: Microelectronics Systems Technology
- AS.PSUMUSIC: AS, Music, PSU
- AS.TBIOLOGY: Biology (AST)
- AS.OSUBIOLOGY: AS, Biology, 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. 10/27/26 9:32 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 10/27/26 12:25 pm Kerrie Hughes (kerrieh): Approved for DASC Curriculum Committee Outline Review Team
3. 10/27/26 1:35 pm Megan Feagles (megan.feagles): Approved for Curriculum Office

History

1. Oct 30, 2023 by Megan Feagles (megan.feagles)

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)
AAS.ELECTRONENGTECH: Electronics Engineering Technology
AA.OREGONTRANSFER: Associate of Arts Oregon Transfer (AAOT)
AGS.GENERAL: Associate of General Studies
AA.TENGLISH: English (AAT)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix	ANT - Anthropology
Course Number	232
Department	Social Sciences
Division	Arts and Sciences
Course Title	Indigenous Peoples ~~Native Americans~~ of North America

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	Winter 2027

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 concepts, theories, and methods used to understand the prehistory, history, and contemporary experiences of North American Indigenous peoples. Topics may include: Indigenous histories and cultural traditions, archaeological evidence, oral histories, traditional ecological knowledge, language, kinship, social and political organization, spirituality, relationships with the environment, colonization, resistance and resilience, sovereignty, and contemporary issues facing Indigenous communities. ~~A broad survey of the cultures, arts, and history of Native Americans north of Mexico. Uses archaeological, ethno-historical, and ethnographic evidence to explore the diversity of Native American cultures from prehistoric times to the present. Includes contemporary issues in Native American life.~~

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Discipline Studies

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

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

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 ~~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?

Yes

General Education Outcome(s)

Social Sciences

Cultural Literacy

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	outline the cultural history of indigenous peoples in North America prior to contact with Euro-Americans; (SS1)(SS2)
2	correlate traditional ways of life in different parts of the continent with the different environments in those regions; (SS1)(SS2)
3	summarize the key historical events in the interaction between Native Americans and non-native peoples in North America from first contact to the present; (SS1)(SS2)
4	describe ways of life, issues and problems faced by contemporary Native American and First Nations communities in North America; (SS1)(SS2)(CL1)
5	discuss the historical and contemporary economic, political, social and cultural contributions of Native American and First Nations communities to society and culture in North America; (SS1)(SS2)(CL1)
6	analyze social phenomena by evaluating anthropological information, evidence, argument and/or theory to draw logical conclusions or implications. (SS1)

AAOT/ASOT General Education Outcomes Course Outline Mapping Chart

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

WR: Writing Outcomes

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

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

Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

Engage in ethical communication processes that accomplish goals.

Respond to the needs of diverse audiences and contexts.

Build and manage relationships.

SS: Social Science Outcomes

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

S

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

S

Outcome Assessment Strategies

Outcomes Assessment Strategies

Multiple Choice Test

Projects

Rubrics

Writing Assignments

Major Topic Outline

1. Indigenous cultures in North America prior to Euro-American contact. 2. Correlation of these cultures with differing environments. 3. Results and consequences of Euro-American settlement for the continent’s indigenous peoples. 4. History and contemporary reservation and tribal communities in North America. 5. Contributions to the cultural diversity of North America, and roles of Native Americans and First Nations peoples in the continent’s politics, economy and culture today.

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)

ANTH LDT ~~PSU ANTH LD elective OSU ANTH LDT UO ANTH 251 SOU LDT SOSCI EXPL~~

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

Oregon college transfer lists

OUS school to which the course will transfer

PSU - Portland State University

Comparable course(s)

ANTH LD elective ~~PSU ANTH LD elective OSU ANTH LDT UO ANTH 251 SOU LDT SOSCI EXPL~~

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

Oregon college transfer lists

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable course(s)

LDT SOSCI EXPL ~~PSU ANTH LD elective OSU ANTH LDT UO ANTH 251 SOU LDT SOSCI EXPL~~

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

Oregon college transfer lists

OUS school to which the course will transfer

UO - University of Oregon

Comparable course(s)

ANTH 251 ~~PSU ANTH LD elective OSU ANTH LDT UO ANTH 251 SOU LDT SOSCI EXPL~~

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

Oregon college transfer lists

Please attach documentation

Reviewer Comments

Key: 50

Preview Bridge

Course Change Request

Date Submitted: 08/30/26 3:03 pm

Viewing: ANT-280 : Anthropology/CWE

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

Last edit: 08/31/26 6:31 am

Changes proposed by: Keely Baca (keely.baca)

Catalog Pages referencing this course

Anthropology (ANT)

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. 08/31/26 6:32 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 10/16/26 8:42 am Ephanie Debey (ephanie.debey): Approved for DASC Curriculum Committee Outline Review Team

History

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

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix	ANT - Anthropology
Course Number	280
Department	Social Sciences
Division	Arts and Sciences
Course Title	Anthropology/CWE

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course
Allow Pass/No Pass	Yes
Only Pass/No Pass	No
Audit	No
Min Credit	2.00
Variable Credit	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	Winter 2027

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. Provides students with on-the-job work experience in the field of anthropology (may involve physical anthropology, and/or archaeology, and/or cultural anthropology). 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

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 ~~12~~

Course Requisites

Required

Prerequisites

Corequisites

CWE-281

Prerequisites or Corequisites

Recommended

Prerequisites

~~WRD-090 or placement in WRD-098~~

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

Yes

Show course in Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall/Winter/Spring

Will this class use library resources?

No

Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	apply academic knowledge, skills and abilities in anthropology to a work environment specific to their program of study;
2	demonstrate appropriate work habits (time management, interpersonal relationships, attendance, professional appearance, and problem solving) for their work environment;

	Upon successful completion of this course, students should be able to:
3	apply career management strategies such as interviewing, resume writing, networking, and portfolio management; ~~management.~~
4	reflect on person interest, strengths and weaknesses related to career goals.

Major Topic Outline

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

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Course Transferability

OUS school to which the course will transfer

OSU - Oregon State University

Comparable course(s)

ANTH LDT ~~PSU ANTH LD elective OSU ANTH LDT UO No exact match, but might receive some credit SOU LDT~~

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

OSU Transfer Tool

OUS school to which the course will transfer

PSU - Portland State University

Comparable
course(s)

ANTH LD elective ~~PSU ANTH LD elective OSU ANTH LDT UO No exact match, but might receive some credit SOU LDT~~

How does it transfer?

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

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Transferology.com

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable
course(s)

Lower Division Transfer ~~PSU ANTH LD elective OSU ANTH LDT UO No exact match, but might receive some credit SOU LDT~~

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

SOU Transfer Equivalency Tool

OUS school to which the course will transfer

UO - University of Oregon

Comparable course(s)

No exact match; might be possible to receive some credit ~~PSU ANTH LD elective OSU ANTH LDT UO No exact match, but might receive some credit SOU LDT~~

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

UO Transfer Equivalency Database

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable
course(s)

Lower Division Elective

How does it transfer?

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

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

WOU Transfer Tool

OUS school to which the course will transfer

OIT - Oregon Institute of Technology

Comparable
course(s)

Social Science General Elective

How does it transfer?

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

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

OIT Transfer Equivalency Tool

Please attach documentation

Reviewer Comments

Key: 51

Preview Bridge

Course Change Request

Date Submitted: 10/07/26 8:33 am

Viewing: BA-205 : Business Communications With Technology

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

Last edit: 10/07/26 8:33 am

Changes proposed by: Michael Moiso (mmoiso)

Catalog Pages referencing this course

- Accounting, AAS
- Administrative Professional, AAS
- Business Administration (BA)
- Business, AAS
- Human Resource Management, Certificate
- Marketing, Certificate
- Project Management, AAS

Programs referencing this course

- CC.MARKETING: Marketing
- AAS.PROJECTMNGT: Project Management
- AAS.ACCNTG: Accounting
- AAS.BUSINESS: Business
- AAS.ADMINPRO: Administrative Professional
- CC.HUMANRESMNGT: Human Resource Management

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. 10/07/26 8:37 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 10/21/26 7:09 pm Nora Brodnicki (norab): Approved for DASC Curriculum Committee Outline Review Team

History

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

Are you the Faculty Contact Person?	
	Yes
Course Prefix	BA - Business Administration
Course Number	205
Department	Business
Division	Arts and Sciences
Course Title	Business Communications With Technology

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 Winter 2027

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 practice critical skills for successful communication in a business environment by employing a structured writing process, analyzing audience needs, and identifying and using appropriate communication channels and modalities. Students also work individually to produce a PowerPoint presentation with embedded narration and as team members to manage a comprehensive project and complete a business research paper.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Elective Only

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

BA-131 and WR-121Z

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule: Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall/Winter/Spring

Will this class use library resources?

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	produce business documents designed to persuade, to inform, or to deliver negative news; these messages will address the needs of an identified audience with coherence, conciseness, completeness and appropriate tone, formatting, and mechanics;
2	create professional quality documents that demonstrate layout principles and conventions appropriate to a given form (memo, letter, email, presentation, or report), employ software tools (e.g., Microsoft Word, Excel, PowerPoint) to deliver them;
3	prepare a business report that delivers information and/or recommends action by integrating data from written and online sources and by employing formatting, graphics, and spreadsheet tables and charts that illustrate and emphasize key data;
4	develop a team contract and work plan that capitalizes on individual work styles, strengths, and values, and facilitates effective team communication and conflict

	Upon successful completion of this course, students should be able to:
	management during the process of managing the team project;
5	assemble, analyze, and synthesize research and employ a medium such as PowerPoint (including templates, graphics, tables and charts) to narrate and deliver a multimedia presentation;
6	analyze audience needs to choose the most effective message timing, tone, and channel (verbal or written) and modality (e.g., face-to-face verbal, written hard copy, or any of a range of electronic forms).

Major Topic Outline

1. Communication Theory & Strategies. 2. Peer Editing. 3. Basic & Advanced Writing Techniques. 4. Editing in Microsoft Word. 5. Routine Letters & Memos. 6. Request & Response Letters. 7. Negative Messages. 8. Persuasive Messages. 9. Informal Reports. 10. Charting with Microsoft Excel. 11. Formal Reports. 12. Business Presentations with PowerPoint.

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 elective
required or support for major

Evidence of transferability

OUS school to which the course will transfer

OIT - Oregon Institute of Technology

Comparable
course(s)

How does it transfer?

general elective
required or support for major

Evidence of transferability

OUS school to which the course will transfer

OSU - Oregon State University

Comparable
course(s)

How does it transfer?

general elective
required or support for major

Evidence of transferability

OUS school to which the course will transfer

OSU-C - OSU-Cascade

Comparable
course(s)

How does it transfer?

general elective
required or support for major

Evidence of transferability

OUS school to which the course will transfer

PSU - Portland State University

Comparable
course(s)

How does it transfer?

general elective
required or support for major

Evidence of transferability

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable
course(s)

How does it transfer?

general elective
required or support for major

Evidence of transferability

OUS school to which the course will transfer

UO - University of Oregon

Comparable
course(s)

How does it transfer?

general elective
required or support for major

Evidence of transferability

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable
course(s)

How does it transfer?

general elective
required or support for major

Evidence of transferability

Please attach documentation

Reviewer Comments

Key: 289

Preview Bridge

Course Change Request

Date Submitted: 07/06/26 11:41 am

Viewing: BA-216 : Cost Accounting

Last approved: 04/07/24 3:29 am

Last edit: 11/06/26 8:12 am

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

Catalog Pages
referencing this
course
Accounting, AAS
Business Administration (BA)

Programs
referencing this
course
AAS.ACCNTG: Accounting

In Workflow

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

Approval Path

1. 07/06/26 1:24 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 10/12/26 10:59 am Charles Siegfried (csiegfried): Approved for DASC Curriculum Committee Outline Review Team
3. 10/20/26 2:00 pm Megan Feagles (megan.feagles): Approved for Curriculum Office

History

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

2. Apr 7, 2024 by Megan Feagles (megan.feagles)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?	Yes
Course Prefix	BA - Business Administration
Course Number	216
Department	Business
Division	Arts and Sciences
Course Title	Cost Accounting

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 Winter 2027

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 ~~Cost accounting~~ extends the content of BA-213Z, which focused on managerial accounting. Specifically, job order and process costing are examined in depth, including: variances and cost estimations; standard and variable costing in the manufacturing environment; inventory and capacity analysis; customer-profitability analysis; spoilage, rework and scrap; and performance measurement.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Elective Only

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

BA-213Z

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 ~~Winter~~

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

Yes

Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	account for direct and indirect material and labor costs in a job order setting;
~~2~~	~~account for direct and indirect labor in a job order setting;~~
2 ~~3~~	account for factory overhead costs in a job order setting;
3 ~~4~~	prepare journal entries for a manufacturing company;
4 ~~5~~	explain cost flows and allocations in a process flow setting;
5 ~~6~~	compute a cost of goods manufactured report, account for equivalent units of production;
6 ~~7~~	compute variances for labor, materials, and overhead using standard, applied, and budgeted costs;
7 ~~8~~	explain decision-making consequences while analyzing variances and what they mean to management.

Major Topic Outline

1. Introduction to cost accounting. 2. Accounting for materials. 3. Accounting for labor. 4. Accounting for factory overhead. 5. Process costing (general procedures). 6. Process costing (additional procedures). 7. The master budget and flexible budgeting. 8. Standard cost accounting. 9. Cost accounting for service businesses. 10. Cost analysis for management decision making.

Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

Course Transferability

OUS school to which the course will transfer

EOU - Eastern Oregon University

Comparable course(s)

~~EOU: ACCT 421 Cost Management (4 credits) UO: ACTG 360 Cost Accounting (4 credits)~~

How does it transfer?

general elective

Evidence of transferability

OUS school to which the course will transfer

~~OIT - Oregon Institute of Technology~~

Comparable
course(s)

~~EOU: ACCT 421 Cost Management (4 credits) UO: ACTG 360 Cost Accounting (4 credits)~~

How does it transfer?

~~general elective~~

Evidence of transferability

OUS school to which the course will transfer

~~OSU - Oregon State University~~

Comparable
course(s)

~~EOU: ACCT 421 Cost Management (4 credits) UO: ACTG 360 Cost Accounting (4 credits)~~

How does it transfer?

~~general elective~~

Evidence of transferability

OUS school to which the course will transfer

~~OSU-C - OSU-Cascade~~

Comparable
course(s)

~~EOU: ACCT 421 Cost Management (4 credits) UO: ACTG 360 Cost Accounting (4 credits)~~

How does it transfer?

~~general elective~~

Evidence of transferability

OUS school to which the course will transfer

~~PSU - Portland State University~~

Comparable
course(s)

~~EOU: ACCT 421 Cost Management (4 credits) UO: ACTG 360 Cost Accounting (4 credits)~~

How does it transfer?

~~general elective~~

Evidence of transferability

OUS school to which the course will transfer

~~SOU - Southern Oregon University~~

Comparable
course(s)

~~EOU: ACCT 421 Cost Management (4 credits) UO: ACTG 360 Cost Accounting (4 credits)~~

How does it transfer?

~~general elective~~

Evidence of transferability

OUS school to which the course will transfer

UO - University of Oregon

Comparable
course(s)

~~EOU: ACCT 421 Cost Management (4 credits) UO: ACTG 360 Cost Accounting (4 credits)~~

How does it transfer?

general elective

Evidence of transferability

OUS school to which the course will transfer

~~WOU - Western Oregon University~~

Comparable course(s)

~~EOU: ACCT 421 Cost Management (4 credits) UO: ACTG 360 Cost Accounting (4 credits)~~

How does it transfer?

~~general elective~~

Evidence of transferability

OUS school to which the course will transfer

PSU - Portland State University

Comparable course(s)

How does it transfer?

general elective

Evidence of transferability

Please attach documentation

Reviewer Comments

Key: 296

Preview Bridge

Course Change Request

Date Submitted: 07/06/26 11:43 am

Viewing: BA-240 : Introduction to Financial Management

Last approved: 04/17/24 3:23 am

Last edit: 07/06/26 11:57 am

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

Catalog Pages referencing this course

- Accounting, AAS
- Administrative Professional, AAS
- Business Administration (BA)

Programs referencing this course

- AAS.ACCNTG: Accounting
- AAS.ADMINPRO: Administrative Professional

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. 07/06/26 1:24 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 10/06/26 1:16 pm Kerrie Hughes (kerrieh): Approved for DASC Curriculum Committee Outline Review Team

History

1. Nov 7, 2023 by Megan Feagles (megan.feagles)
2. Apr 17, 2024 by Megan Feagles (megan.feagles)

Are you the Faculty Contact Person?	
	Yes
Course Prefix	BA - Business Administration
Course Number	240
Department	Business
Division	Arts and Sciences
Course Title	Introduction to Financial Management

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	Winter 2027

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

In this course, you will build upon knowledge obtained from BA-211Z to comprehend the process and practice of corporate financial management. Purchasing capital assets and undertaking projects require sound decision-making and management of risk, as well as a solid understanding of the time value of money. In this course, you will delve into discounted cash flow analysis for stocks and bonds, capital budgeting, the cost of capital, and effective corporate financial planning. Both theoretical and practical, our focus is on decisions that are made by the corporate financial manager.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Elective Only

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

BA-211Z

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule: Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Winter ~~Spring~~

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

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	explain the goals of corporate finance;
2	apply appropriate techniques to evaluate and manage investment decisions involving interest rates, bonds, and stocks;
3	evaluate the acquisition of assets and the undertaking of projects using time value of money principles;
4	demonstrate an understanding of the trade-off between risk and return, financial markets, and the cost of capital;

	Upon successful completion of this course, students should be able to:
5	integrate financial theory to plan appropriate long-term financing structure and policy.

Major Topic Outline

1. Introduction to Corporate Finance, Financial Statements, Taxes, and Cash Flow 2. Introduction to Time Value of Money and Discounted Cash Flows 3. Interest Rates and Bond Valuation 4. Stock Valuation 5. Net Present Value (NPV) and Other Investment Criteria 6. Capital Investment Decisions 7. Project Evaluation 8. Capital Market History, Return, Risk, and the Security Market Line (SML) 9. Cost of Capital, Financial Leverage, and Capital Structure Policy 10. Risk, Returns, and Diversification

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)

direct articulation/transfer Business elective ~~BA-240 at OSU (direct articulation/transfer Business elective for other schools~~

How does it transfer?

general elective
required or support for major

Evidence of transferability

OUS school to which the course will transfer

OIT - Oregon Institute of Technology

Comparable
course(s)

direct articulation/transfer Business elective ~~BA-240 at OSU (direct articulation/transfer Business elective for other schools~~

How does it transfer?

general elective
required or support for major

Evidence of transferability

OUS school to which the course will transfer

OSU - Oregon State University

Comparable
course(s)

BA-240 ~~BA-240 at OSU (direct articulation/transfer Business elective for other schools~~

How does it transfer?

general elective
required or support for major

Evidence of transferability

OUS school to which the course will transfer

OSU-C - OSU-Cascade

Comparable
course(s)

direct articulation/transfer Business elective ~~BA-240 at OSU (direct articulation/transfer Business elective for other schools~~

How does it transfer?

general elective
required or support for major

Evidence of transferability

OUS school to which the course will transfer

PSU - Portland State University

Comparable
course(s)

direct articulation/transfer Business elective ~~BA-240 at OSU (direct articulation/transfer Business elective for other schools~~

How does it transfer?

general elective
required or support for major

Evidence of transferability

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable course(s)

direct articulation/transfer Business elective ~~BA-240 at OSU (direct articulation/transfer Business elective for other schools~~

How does it transfer?

general elective

required or support for major

Evidence of transferability

OUS school to which the course will transfer

UO - University of Oregon

Comparable course(s)

direct articulation/transfer Business elective ~~BA-240 at OSU (direct articulation/transfer Business elective for other schools~~

How does it transfer?

general elective

required or support for major

Evidence of transferability

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable course(s)

direct articulation/transfer Business elective ~~BA-240 at OSU (direct articulation/transfer Business elective for other schools~~

How does it transfer?

general elective
required or support for major

Evidence of transferability

Please attach documentation

Reviewer Comments

Key: 308

Preview Bridge

Course Change Request

Date Submitted: 10/15/26 10:26 am

Viewing: ECE-258ES : Equidad y Diversidad en La Educación Infantil

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

Last edit: 10/15/26 10:26 am

Changes proposed by: Dawn Hendricks (dawn.hendricks)

Catalog Pages
referencing this
course

- Early Childhood Education (ECE)
- Educación infantil y estudios familiares, AAS
- Educación infantil y estudios familiares, Certificate
- Related Instruction

Programs
referencing this
course

- AAS.ECEFSES: Educación infantil y estudios familiares
- CC.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. 10/16/26 7:07 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 10/28/26 12:16 pm Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum Committee Outline Review Team

History

1. Nov 4, 2023 by Megan Feagles (megan.feagles)
2. May 18, 2024 by Dawn Hendricks (dawn.hendricks)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix	ECE - Early Childhood Education
Course Number	258ES
Department	Education, Human Services and Criminal Justice
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	Equidad y Diversidad en La Educación Infantil

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course
Allow Pass/No Pass	Yes
Only Pass/No Pass	No
Audit	Yes ~~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 Winter 2027

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

Course Description

Este curso se enfoca en promover y honrar la diversidad y la equidad en la educación infantil. El enfoque será en colaborar con familias diversas, establecer ámbitos culturales y lingüísticos que sean diversificados y promuevan una autoidentificación positiva en los niños pequeños.

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-150ES, ECE-235ES, and FYE-101ES~~

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule: Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Spring

Will this class use library resources?

No

Course Certifications

Is this a Related Instruction course?

Yes

Related Instruction Area: Human Relations

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

No

General Education Outcome(s): Social Sciences

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	desarrollar conciencia y comprensión de su propia cultura, creencias personales, valores y prejuicios;
2	reconocer el poder y beneficios de la diversidad y la inclusión;
3	reconocer y tratar de comprender las desigualdades estructurales y su impacto;
4	hacer un resumen del compromiso con la responsibilidad cultural como proceso continuo;
5	explicar la importancia de mostrarse receptivo a la cultura de los niños y sus familias;
6	describir estrategias para crear ambientes educacionales para niños en la primera infancia que respeten la diversidad cultural;
7	describir las técnicas que usan los maestros para promover el multiculturalismo.

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.

S

Build and manage relationships.

SS: Social Science Outcomes

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

C

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

C

Outcome Assessment Strategies

Outcomes Assessment Strategies

Presentations
Projects
Writing Assignments

Major Topic Outline

Analizar la diversidad, equidad e inclusión La importancia de la cultura El desarrollo de la identidad en los niños La identidad profesional de los maestros y cómo promover la equidad La educación sin prejuicios y equitativa El multiculturalismo y justicia social en la sala de clases La raza, origen étnica e idioma La diversidad en la estructura familiar El genero en niños pequeños La religión en la familia La influencia de los estereotipos, prejuicios y discriminación

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: 568

Preview Bridge

Course Change Request

Date Submitted: 10/08/26 10:12 am

Viewing: HD-130 : Community College Peer Leadership

Last approved: 04/04/26 4:43 am

Last edit: 10/08/26 10:13 am

Changes proposed by: Scot Pruyn (scot.pruyn)

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. 10/08/26 10:14 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 10/19/26 9:03 am Kelly Mercer (kelly.mercer): Approved for DAFC Curriculum Committee Outline Review Team

History

1. Nov 7, 2023 by Megan Feagles (megan.feagles)
2. Apr 4, 2026 by Casey Sims (caseys)

Is Topic Shell Course?

Are you the Faculty Contact Person?	Yes
Course Prefix	HD - Human Development/Career Planning
Course Number	130
Department	Counseling
Division	Academic Foundations and Connections (AFAC)
Course Title	Community College Peer Leadership

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course
Allow Pass/No Pass	Yes
Only Pass/No Pass	Yes ~~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	Winter 2027

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

Designed for Clackamas Community College peer mentors and Learning Center tutors. Covers a variety of elements that lead to effective leadership and tutoring in community colleges, including job-specific expectations and guidelines, ~~FERPA regulations training,~~ communication skills for working with students, studentship topics, ~~styles, adult developmental theories, student resource training,~~ and connecting with ~~on-site contacts for each of~~ CCC's student services. ~~service areas.~~

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Elective Only

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Is Student Petition required?

No

Show course in Schedule: Do Not Print in Schedule

Hide course in catalog

Yes

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 goals of tutoring, the departmental job description, and the role of a tutor;
2	access student services resources and actively connect peers to student services on the Oregon City campus;
3	model differentiated tutoring strategies, including critical thinking skills, questioning techniques, and study skills to meet the needs of learners;
4	demonstrate appropriate communication styles that incorporate active listening and navigating difficult conversations.

Major Topic Outline

1. Tutor responsibilities and guidelines. 2. Navigating Difficult Tutoring Conversations. 3. Referral Skills. 4. Communication Styles. 5. Time Management. ~~Learning Theories in Academic~~

~~Support Services.~~ 6. Question Asking Strategies. 7. Advanced Study Skills. 8. Conducting ~~Creating~~ a Successful Session.

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)

CORE-LDT Community College Peer Lead

How does it transfer?

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

From provided list.

OUS school to which the course will transfer

OSU - Oregon State University

Comparable
course(s)

ALS LDT COMMUNITY COLL PEER LEADERSH

How does it transfer?

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

From provided list.

Please attach documentation

Reviewer Comments

Key: 879

Preview Bridge

Course Change Request

Date Submitted: 10/27/26 12:18 pm

Viewing: HOR-135 : Propagation of Edible Plants

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

Last edit: 10/31/26 12:27 pm

Changes proposed by: Christopher Konieczka (chrisk)

Catalog Pages referencing this course

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

Programs referencing this course

- CC.ORGANICFARM: Organic Farming
- AAS.HORT1: Horticulture

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

In Workflow

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

Approval Path

1. 10/27/26 1:23 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 10/31/26 12:27 pm Keely Baca (keely.baca): Approved for DASC Curriculum Committee Outline Review Team

History

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

Are you the Faculty Contact Person?	
	Yes
Course Prefix	HOR - Horticulture/Arboriculture/Landscape/Organic Farming
Course Number	135
Department	Horticulture
Division	Arts and Sciences
Course Title	Propagation of Edible Plants

Grading

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

Contact hours

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

Community Education/Drivers Ed	
Community Education/Adult	
Total	44
Proposed Effective Term	Winter 2027

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

Propagation of edible plants by sexual and vegetative methods including seed, cutting, and grafting techniques. Instruction will focus on methods suitable for sustainable farm operations.
~~Reproduce food plants using a variety of methods, including seed, cutting and grafting techniques. Instruction will focus on methods suitable for sustainable farm operations.~~

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?

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 a variety of sexual and vegetative propagation methods, including ~~direct~~ seeding, cutting, ~~cuttings and~~ grafting;
2	apply propagation principles and practices appropriately in a given scenario; ~~describe when and why a given method of propagation would be selected;~~
3	use record keeping systems to track and determine the success of propagation protocols for a variety of food crops; ~~crops.~~
4	observe and manage environmental conditions during propagation and aftercare to maximize crop health.

Major Topic Outline

1. Achieving crop production success through seasonal propagation decisions. 2. ~~Common pests and strategies for prevention and control within greenhouse structures. 3.~~ Cost accounting for propagation materials and methods utilized. 3. ~~4.~~ Crop/Varietal selection for: a. High-value crops. b. Increased nutritional value. c. Productive variety selection. ~~d. Extension of harvest.~~ 5. ~~Developing seed saving systems. 6.~~ Exploration of plant reproduction within ecological farming systems. 6. ~~7.~~ Facilities, structures, equipment, media, containers, irrigation, and record keeping for plant propagation and replication of food plants for organic farming. 7.

~~8.~~ Scheduling propagation of specific varieties to achieve four season harvest. 8. ~~9.~~ Seed and seedling biology and cultural requirements specific to plant reproduction.

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 25

Reviewer Comments

Key: 940

Preview Bridge

Course Change Request

Date Submitted: 07/02/26 12:31 pm

Viewing: HOR-290 : Special Topics in Horticulture

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

Last edit: 07/02/26 12:31 pm

Changes proposed by: April Chastain (april.chastain)

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

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. 07/06/26 6:29 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 10/21/26 2:54 pm Debra Carino (dcarino): Approved for DASC Curriculum Committee Outline Review Team

History

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

Are you the Faculty Contact Person?	
	Yes
Course Prefix	HOR - Horticulture/Arboriculture/Landscape/Organic Farming
Course Number	290
Department	Horticulture
Division	Arts and Sciences
Course Title	Special Topics in Horticulture

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	66.00
Lab	
Activity	
Clinical	
Field	

CWE Seminar

CPR

Seminar

Community Education/Drivers Ed

Community Education/Adult

Total	66
Proposed Effective Term	Winter 2027

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 gives students an opportunity to gain knowledge in a specific area relevant to the field of horticulture, landscaping, arboriculture or organic farming. This topic will be pulled from a comprehensive list of areas identified by horticulture professionals as having importance for students pursuing work in the field. May be repeated for up to 6 credits. Required: Student Petition.

Type of Course (ACTI Code)

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

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

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

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?

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 articulate current information regarding a specific contemporary issue in horticulture per course topic content;
2	recognize circumstances related to a specific contemporary issue in horticulture and identify skills and knowledge needed in those circumstances;
3	apply information learned in class through observation, practice, or other methods.

Major Topic Outline

1. Specific contemporary issue/topic in horticulture. 2. Skills and information needed for horticulture, landscaping, arboriculture, or organic farming practitioners. 3. Application of skills to solve specific problems.

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: 990

Preview Bridge

Course Change Request

Date Submitted: 10/01/26 11:06 am

Viewing: HP-100 : Healthcare Provider BLS/CPR, First Aid/Bloodborne Pathogens

Last approved: 08/29/25 4:39 am

Last edit: 10/12/26 6:50 am

Changes proposed by: Virginia Chambers (virginia.chambers)

Related GenEd:

HP-100: Healthcare Provider BLS/CPR, First Aid/Bloodborne Pathogens

Catalog Pages referencing this course

Administrative Professional, AAS
Auto Body/Collision Repair and Refinishing Technology, AAS
Automotive Service Technology, AAS
Business, AAS
Computer & Network Administration, AAS
Construction Trades, General Apprenticeship, AAS
Cybersecurity Operations Support, AAS
Dental Assistant, Certificate
Digital Media Communications, AAS
Electrician Apprenticeship Technologies, AAS
Emergency Management Professional, AAS
Full-Stack Web Development, AAS
Health Professions (HP)
Healthcare Careers, Certificate
Industrial Mechanics and Maintenance Technology Apprenticeship, AAS
Music Performance & Technology, AAS
Music Technology, AAS
Nursing (RN), AAS
Phlebotomy, Certificate
Project Management, AAS
Welding Technology, AAS

In Workflow

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

Approval Path

1. 10/05/26 7:09 am Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 10/28/26 12:10 pm Erin Gravelle (erin.gravelle): Approved for DTPS Curriculum Committee Outline Review Team

History

1. Jun 7, 2023 by Megan Feagles (megan.feagles)
2. Feb 17, 2024 by Virginia Chambers (virginia.chambers)
3. May 18, 2024 by Virginia Chambers (virginia.chambers)

4. Jan 18, 2025 by Virginia Chambers (virginia.chambers)
5. Aug 29, 2025 by Dru Urbassik (dru.urbassik)

Programs referencing this course

- AAS.MACHINIST: Industrial Mechanics & Maintenance Tech Apprenticeship
- AAS.AUTOSERTECH: Automotive Service Technology
- AAS.MUSICPERFTECH: Music Performance & Technology
- AAS.NURSING: Nursing (RN)
- AAS.PROJECTMNGT: Project Management
- AAS.FULLSTACK: Full-Stack Web Development
- AAS.WELDINGTECH: Welding Technology
- AAS.MUSICTECH: Music Technology
- AAS.CYBSECOPS: Cybersecurity Operations Support
- AAS.BUSINESS: Business
- AAS.COMPNETADMIN: Computer & Network Administration
- AAS.CONSTRUCTPB: Construction Trades, General Apprenticeship (PB)
- AAS.CONSTRUCTPT: Construction Trades, General Apprenticeship (PT)
- AAS.ADMINPRO: Administrative Professional
- AAS.ELECTRICIANIE: Electrician Apprenticeship Technologies (IE)
- AAS.ELECTRICIANLE: Electrician Apprenticeship Technologies (LE)
- AAS.ELECTRICIANUE: Electrician Apprenticeship Technologies (UE)
- AAS.ELECTRICIANUL: Electrician Apprenticeship Technologies (UL)
- AAS.ELECTRICIANUM: Electrician Apprenticeship Technologies (UM)
- AAS.ELECTRICIANUW: Electrician Apprenticeship Technologies (UW)
- AAS.EMP: Emergency Management Professional
- AAS.ABCOLRRTECH: Auto Body/Collision Repair and Refinishing Technology
- CC.HLTHCAREERS: Healthcare Careers

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

No

Are you the Faculty Contact Person?

Yes

Course Prefix	HP - Health Professions
Course Number	100
Department	Health Sciences
Division	Technology, Applied Science and Public Services (TAPS)
Course Title	Healthcare Provider BLS/CPR, First Aid/Bloodborne Pathogens

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course
Allow Pass/No Pass	Yes
Only Pass/No Pass	Yes
Audit	No
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 Winter 2027

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 CPR, first aid, and bloodborne pathogens to individuals working in healthcare environments, home, and community settings. Covers skills to perform CPR and operate an Automatic External Defibrillator (AED) for adults/children/infants. Includes citizen-level first aid for providing initial care to persons injured or stricken by sudden illness where help is not immediately available. Covers how to minimize communicable disease transmission while providing emergency care.

Type of Course (ACTI Code)

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

Is this class challengeable?

Yes ~~No~~

Can this course be repeated for credit in a degree?

No

Course Requisites

Required

Prerequisites

Corequisites

Prerequisites or Corequisites

Recommended

Prerequisites

WRD-098

Corequisites

Prerequisites or Corequisites

Non-Course Requisites

Required

Recommended

Computer access with internet capabilities

Is Student Petition required?

No

Show course in Schedule: Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Summer/Fall/Winter/Spring

Will this class use library resources?

No

Course Certifications

Is this a Related Instruction course?

No ~~Yes~~

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

No

General Education Outcome(s)

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	recognize and apply appropriate basic first aid in cases of sudden illness and emergency situations in the home, work, or community environment for infant, child, or adult patients;
2	apply CPR/AED skills for adult, child and infant patients as a team member of healthcare providers or in-home/community settings;
3	apply for (1) CPR/AED for healthcare providers, (2) first aid, and (3) bloodborne pathogens cards from American Heart Association.

Major Topic Outline

- Apply the principles in the Chain of Survival
- Demonstrate the proper assessment of an acutely ill or injured person
- Recognize and provide care for various types of respiratory emergencies & choking
- Provide appropriate care for shock and heart attack
- Know general care for wounds and demonstrate care skills
- Recognize burn emergencies and provide care
- Understand and provide care for heat and cold emergencies
- Recognize and provide care for sudden illness situations
- Recognize and provide care for bone and joint injuries
- Understand appropriate use of AED technology
- Recognize and provide care for cardiac emergencies for adult, child, and infant
- Demonstrate how to perform effective rescue breathing
- Demonstrate professional CPR skills for adults, children and infants
- Understand how to protect themselves from exposure to bloodborne pathogens
- Know what actions to take when exposed to blood or blood-containing materials in the workplace

Know what & how to report any exposure to blood or blood-containing materials in the workplace

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: 4334

Preview Bridge

Course Change Request

Date Submitted: 10/07/26 12:30 pm

Viewing: WS-101 : Introduction to Women's Studies

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

Last edit: 10/07/26 12:34 pm

Changes proposed by: Traci Boyle-Galestiantz (tracibg)

Catalog Pages referencing this course

- Associate of Arts Oregon Transfer (AAOT)
- Associate of General Studies (AGS)
- Biological Engineering Emphasis, AS - with Oregon State University
- Biology (AST)
- Business (AST)
- Chemical Engineering Emphasis, AS - with Oregon State University
- Computer Science (AST)
- Core Transfer Map (CTM)
- Electrical Engineering Emphasis, AS - with Oregon State University
- Electronics Engineering Technology, AAS
- Elementary Education (AAOT)
- English (AAT)
- Environmental Engineering Emphasis, AS - with Oregon State University
- Human Development and Family Services (AAT)
- Human Development and Family Services (AST)
- Industrial Engineering Emphasis, AS - with Oregon State University
- Microelectronics Systems Technology, AAS
- Music Emphasis, AS - with Portland State University
- Music Technology, AAS
- Oregon Transfer Module (OTM)
- Psychology (AST)
- Sociology (AAT)
- Sociology (AST)
- Women's Studies (WS)

In Workflow

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

Approval Path

1. 10/07/26 12:38 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 10/21/26 3:12 pm Debra Carino (dcarino): Approved for DASC Curriculum Committee Outline Review Team

History

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

Programs referencing this course	AS.OSUINDENG: AS, Industrial Engineering, OSU AS.OSUBIOLENGR: AS, Biological Engineering, OSU AAS.MICROSYSTECH: Microelectronics Systems Technology AS.PSUMUSIC: AS, Music, PSU AS.TBIOLOGY: Biology (AST) NA.OTM: Oregon Transfer Module AS.TCOMPSCIESWO, AS.TCOMPSCIOSPSUO: Computer Science AS.TBUSINESS: Business (AST) AAS.MUSICTECH: Music Technology NA.CTM: Core Transfer Map AS.TPSYCHOLOGY: Psychology (AST) AS.TSOCIOLOGY: Sociology (AST) AA.TSOCIOLOGY: Sociology (AAT) AS.THUMDEVFAM: Human Development and Family Services (AA.THUMDEVFAM: Human Development and Family Services (AS.OSUCHEMENGR: AS, Chemical Engineering, OSU AS.OSUELCOMPENGR: AS, Electrical Engineering, OSU AAS.ELECTRONENGTECH: Electronics Engineering Technology AA.OREGONTRANSFER: Associate of Arts Oregon Transfer (AAC AA.OTELEMED: Elementary Education (AAOT) AGS.GENERAL: Associate of General Studies AA.TENGLISH: English (AAT) AS.OSUENVIRENGR: AS, Environmental Engineering, OSU

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

	Yes
Course Prefix	WS - Women's Studies
Course Number	101
Department	Social Sciences
Division	Arts and Sciences

Course Title	Introduction to Women's Studies

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	Winter 2027

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 how feminist theory helps us understand systems of power, oppression, and resistance in the United States. Connects our personal experiences to larger social issues and movements for change, both historically and today. Through a variety of perspectives and disciplines, students examine how race, class, gender, sexuality, ability, and age shape our lives, relationships, and experiences. ~~Examines the history of the representation of women, the history of US feminism and the development of Women's Studies as an academic discipline. Critically explores social issues relevant to women's lives, including gender-expression, marginalization, reproduction, sexuality, economic status and the experience of violence.~~

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?

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?

Yes

General Education Outcome(s)

Arts & Letters
Social Sciences
Cultural Literacy

Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	demonstrate a feminist ~~through~~ analysis ~~their understanding~~ of diverse experiences ~~of women~~ across race, class, gender-expression, sexuality, age, disability, culture and geography in various social settings and situations, both today and in the past in order to apply this knowledge to their personal growth and ethical development; (AL1)(AL2)(SS1)(SS2)(CL1)
2	identify the complexities of the various feminist perspectives and theories as applied to various social phenomena in order to augment their personal growth and enrichment; (AL1)(SS1)(SS2)
3	analyze various topics, social structures ~~phenomena~~ and diverse perspectives related to the discipline of women's studies in order to understand and engage more fully difference in the diverse social and world in which we live; (AL1)(AL2)(SS1)(SS2)(CL1)
4	analyze sexist and/or misogynistic social phenomena by evaluating information, evidence, argument and/or theory to draw logical conclusions or implications. (SS1)

AAOT/ASOT General Education Outcomes Course Outline Mapping Chart

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

WR: Writing Outcomes

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

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

Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

Engage in ethical communication processes that accomplish goals.

Respond to the needs of diverse audiences and contexts.

Build and manage relationships.

AL: Arts and Letters Outcomes

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

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

S

SS: Social Science Outcomes

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

S

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

S

Outcome Assessment Strategies

Outcomes Assessment Strategies

General Examination
Journal Writing
Pre-Post Assessment
Presentations
Projects
Rubrics
Writing Assignments

Major Topic Outline

1. Feminist theories, perspectives and approaches to social phenomena. 2. Historical and cross-cultural variation in feminist ~~women's~~ experiences and roles across race, class, gender-expression, sexuality, age and geography. 3. Feminist social issues including: a. gender-expression. b. marginalization. c. reproduction. d. sexuality. e. economic status. f. experience of violence.

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)

WS 101 ~~PSU - WS 101 UO - WGS 101~~

How does it transfer?

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

Evidence of transferability

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

OUS school to which the course will transfer

UO - University of Oregon

Comparable
course(s)

WGS 101 ~~PSU - WS 101 UO - WGS 101~~

How does it transfer?

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

Evidence of transferability

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

Please attach documentation

Reviewer Comments

Key: 1609

Preview Bridge

Program Amendments

Program	Implementation
Accounting AAS	2027/SU

Program Change Request

Date Submitted: 09/22/26 7:19 pm

Viewing: AAS.ACCNTG : Accounting

Last approved: 04/20/26 2:11 pm

Last edit: 11/06/26 8:24 am

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

Catalog Pages Using this Program

Accounting, AAS

Change Type

Program Contact Information

Are you the Faculty Contact Person?

Yes

In Workflow

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

Approval Path

1. 07/06/26 1:25 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 07/06/26 2:19 pm Beverly Forney (beverlyf): Approved for BTBA Chair
3. 07/07/26 8:49 am Aundrea Snitker (aundrea.snitker): Approved for DASC Dean
4. 09/14/26 9:30 am Megan Feagles (megan.feagles): Rollback to Initiator
5. 09/23/26 6:43 am Megan Feagles (megan.feagles): Approved for Curriculum Office

6. 10/19/26 11:01 am Beverly Forney (beverlyf): Approved for BTBA Chair
7. 10/20/26 1:56 pm Aundrea Snitker (aundrea.snitker): Approved for DASC Dean
8. 10/20/26 1:59 pm Megan Feagles (megan.feagles): Approved for Curriculum Office

History

1. Oct 6, 2022 by clmig-kxayasene
2. Feb 14, 2023 by Megan Feagles (megan.feagles)
3. Apr 18, 2023 by Megan Feagles (megan.feagles)
4. Apr 18, 2023 by Megan Feagles (megan.feagles)
5. Jun 5, 2023 by Megan Feagles (megan.feagles)
6. Sep 8, 2023 by Megan Feagles (megan.feagles)
7. Oct 30, 2023 by Megan Feagles (megan.feagles)
8. Nov 9, 2023 by Megan Feagles (megan.feagles)

9. Mar 11, 2024 by Megan Feagles (megan.feagles)
10. Mar 15, 2024 by Megan Feagles (megan.feagles)
11. Apr 5, 2024 by Megan Feagles (megan.feagles)
12. Jun 3, 2024 by Megan Feagles (megan.feagles)
13. Jun 3, 2024 by Megan Feagles (megan.feagles)
14. Nov 25, 2024 by Megan Feagles (megan.feagles)
15. Feb 7, 2025 by Joan San-Claire (joan.san-claire)
16. Apr 4, 2025 by Megan Feagles (megan.feagles)
17. Apr 18, 2025 by Joan San-Claire (joan.san-claire)
18. Apr 20, 2026 by Joan San-Claire (joan.san-claire)

Program Overview

Name of Proposed Program

Accounting

Program Code AAS.ACCNTG

Award (CCWD)

AAS Degree (90-108 credits) (AAS)

Type of Program (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	52.0301 - Accounting.

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

No

Reason the Advisory Committee was not contacted.

1. Insubstantive change involving a switch between two courses only offered once in an academic year and the terms they are offered. I will bring it up in our Fall 2026 meeting.
2. ISP 181 was updated and approved in Spring of 2026, removing the PE/Health/Safety/First Aid requirement for two-year AAS programs. Added 1 elective credit to include PE option and redistributed total electives.

Program Award Information

Program Learning Outcomes (PLOs)

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

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

	Outcome(s)
3	comprehend overall business environments and influences on financial situations, such as economic or legislative events;
4	develop critical, ethical, and analytical problem-solving skills to inform operational planning, decision making, and continuous improvement using financial analysis, costing systems, budgeting and forecasting, and performance evaluation.

Proposed Curriculum

Plan of Study Grid

First Year		
Fall Term		Credits
BA-101Z	Introduction to Business	4.00
BA-111	General Accounting I	3.00
BA-131	Introduction to Business Computing	4.00
MTH-050	Technical Mathematics I [1]	4.00
or MTH-065	or Algebra II	
	Credits	15
Winter Term		
BA-112	General Accounting II	4.00
BA-169Z	Data Analysis Using Microsoft Excel	4.00
BA-177	Payroll Accounting	3.00
WR-121Z	Composition I	4.00
	Credits	15
Spring Term		
BA-205	Business Communications With Technology	4.00
BA-211Z	Principles of Financial Accounting	4.00
BA-285	Human Relations in Business	4.00
EC-201Z	Principles of Microeconomics	4.00
	Credits	16
Second Year		
Fall Term		
BA-213Z	Principles of Managerial Accounting	4.00
BA-218	Personal Finance	4.00
BA-226Z	Introduction to Business Law	4.00
~~WR-227Z~~	~~Technical Writing~~	~~4.00~~
Electives		3.00
	Credits	15
Winter Term		

~~BA-216~~	~~Cost Accounting~~	~~4.00~~
BA-240	Introduction to Financial Management	4.00
BA-256	Income Tax Accounting	4.00
~~PE/Health/Safety/First Aid requirement~~		~~1.00~~
WR-227Z	Technical Writing	4.00
Electives		3.00
	Credits	15
Spring Term		
BA-216	Cost Accounting	4.00
BA-228	Computerized Accounting	4.00
~~BA-240~~	~~Introduction to Financial Management~~	~~4.00~~
BA-255	Governmental and Nonprofit Accounting	4.00
Electives		2.00
	Credits	14
	Total Credits	90

1

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

Electives

Any BA, BT, CS, or EC course not included in the program, or any of the following:

FYE-101	First Year Experience Level I	2.00
LIB-101	Introduction to Library Research	1.00
MTH-105Z	Math in Society	4.00
PE-185	Physical Education [1]	1.00
or PE-294	Professional Activities	
or PE-294	Professional Activities	
STAT-243Z	Elementary Statistics I	4.00

1 = up to 1 credit

Reviewer Comments

Megan Feagles (megan.feagles) (09/14/26 9:30 am): Rollback: by request to remove PE Related Instruction requirement

Clackamas Community College

New Courses

Course Number	Title	Implementation
BA-106	Principles of Banking	2027/WI

Course Change Request

New Course Proposal

Date Submitted: 10/06/26 11:21 am

Viewing: BA-106 : Principles of Banking

Last edit: 10/06/26 12:20 pm

Changes proposed by: Beverly Forney (beverlyf)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix	BA - Business Administration
Course Number	106
Department	Business
Division	Arts and Sciences

Course Title

Principles of Banking

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. 10/06/26 1:19 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
2. 10/09/26 8:55 am Aundrea Snitker (aundrea.snitker): Approved for DASC Dean
3. 10/28/26 8:13 am Deanna Myers (deanna.myers): Approved for DASC Curriculum Committee Outline Review Team

Grading

Grade Scheme	Standard (STND)
Credit Type	Credit Course

Allow Pass/No Pass	Yes
Only Pass/No Pass	No
Audit	No
Min Credit	3.00
Variable Credit	No

Contact hours

Lecture	33.00
Lec/Lab	
Lab	
Activity	
Clinical	
Field	
CWE Seminar	
CPR	
Seminar	
Community Education/Drivers Ed	
Community Education/Adult	
Total	33
Proposed Effective Term	Winter 2027

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 principles and operations of the banking industry, including bank structure, deposit and payment services, electronic banking, lending, personal financial planning, business and international banking, customer service, fraud prevention, risk management, and applicable laws and regulations. Examines the role of banks in the economy and the financial services they provide to individuals and businesses.

Type of Course (ACTI Code)

100 - Lower Division Collegiate

Select at least one of the following:

Elective Only

Reason for the Proposal

Oregon Bankers Association has asked us to teach this course as a college course for credit at CCC. This course could be the beginning of a program in banking.

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 WRD-098

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	explain the role of banks in the economy, including their functions as service providers, financial intermediaries, and profit-making businesses;
2	describe the structure and operations of banks, including organizational roles, assets and liabilities, income and expenses, performance measures, and financial management;
3	explain deposit products and payment systems, including deposit accounts, checks, electronic payments, ownership considerations, and related regulations;
4	describe electronic and digital banking services, including how technology has changed banking operations, customer service, and the deliver of financial services;
5	explain the lending process, including loan categories, lending policies, borrower evaluation, risk management, and applicable laws and regulations;
6	apply basic personal financial planning concepts, including insurance, investments, retirement planning, trust services, and other financial products offered by banks;
7	describe business, international, and specialized banking services, including business banking, capital markets, trust services, employee benefits, and international banking;
8	explain effective banking customer service and relationship-building practices, including identifying customer needs, meeting expectations, marketing financial products, and supporting purchasing decisions;
9	identify methods banks use to protect customers, information, assets, and the financial system, including customer identification, transaction authentication, fraud prevention, cybersecurity-related protections, and safeguarding bank assets;
10	recognize and explain key laws, regulations, ethical responsibilities, and compliance requirements that affect banking operations, products, customer

	Upon successful completion of this course, students should be able to:
	relationships, and the broader financial system.

Major Topic Outline

1. Banks as Service Providers
2. Banks as Businesses
3. Deposit Accounts
4. Payments: Cash and Checks
5. Electronic Banking
6. Lending
7. Personal Financial Planning
8. International Banking Services
9. Building Relationships: Marketing, Sales, & Customer Service
10. Safeguarding Customers and the Bank

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)

Intro to Finance and Banking

How does it transfer?

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Review of university courses and programs

OUS school to which the course will transfer

EOU - Eastern Oregon University

Comparable
course(s)

Economics and Money, Financial Markets

How does it transfer?

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Review of university courses

Please attach documentation

Reviewer Comments

Clackamas Community College

Hours, Instructional Method, Credits Change

Course	Current Hours/Credits	Proposed Hours/Credits
FRP-212	24 LECT, 20 LE/LA/3 Credits	24 LE/LA/1 Credit
FRP-220	16 LECT/1 Credit	16 LECT/1.5 Credits

Course Change Request

Date Submitted: 10/21/26 11:49 am

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

Last approved: 06/06/26 5:17 am

Last edit: 10/21/26 12:15 pm

Changes proposed by: Jordan Gulley (jordan.gulley)

Catalog Pages referencing this course

Fire Science (Wildland) (FRP)

In Workflow

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

Approval Path

1. 10/21/26 11:35 am Megan Feagles (megan.feagles): Rollback to Initiator
2. 10/21/26 11:40 am Megan Feagles (megan.feagles): Rollback to Initiator
3. 10/21/26 12:16 pm Megan Feagles (megan.feagles): Approved for Curriculum Office
4. 10/28/26 12:14 pm 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)
4. Jun 6, 2026 by Jordan Gulley (jordan.gulley)

Credits/Hours/Instructional Method Change

Yes

Reason for proposal

This class is accredited curriculum provided to us by NWCG. They have changed the course requirements and we are adjusting our course outlines to match the 2026 updates.

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	1.00 ~~3.00~~
Variable Credit	No

Contact hours

Lecture	~~24.00~~
Lec/Lab	24.00 ~~20.00~~
Lab	
Activity	
Clinical	
Field	
CWE Seminar	
CPR	
Seminar	
Community Education/Drivers Ed	
Community Education/Adult	
Total	24 ~~44~~
Proposed Effective Term	Winter 2027

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. May be repeated for up to 2 credits. 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?

Yes ~~No~~

Up to how many credits can this course be repeated to satisfy a degree requirement? 2

Course Requisites

Required

Prerequisites

FRP-112, FRP-130 (S-130/S-190), 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

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

Megan Feagles (megan.feagles) (10/21/26 11:35 am): Rollback: please provide a reason for the credit change and resubmit

Megan Feagles (megan.feagles) (10/21/26 11:40 am): Rollback: sorry I didn't catch this a minute ago. 24 LE/LA is only 1 credit.

Key: 767

Preview Bridge

Course Change Request

Date Submitted: 10/22/26 12:59 pm

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

Last approved: 06/06/26 5:17 am

Last edit: 10/22/26 12:59 pm

Changes proposed by: Kari Nixon (kari.nixon)

Catalog Pages referencing this course

Fire Science (Wildland) (FRP)

In Workflow

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

Approval Path

1. 10/22/26 12:47 pm Megan Feagles (megan.feagles): Rollback to Initiator
2. 10/26/26 8:42 am Megan Feagles (megan.feagles): Approved for Curriculum Office
3. 10/28/26 12:12 pm 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. Jun 6, 2026 by Jordan Gulley (jordan.gulley)

Credits/Hours/Instructional Method Change

Yes

Reason for proposal

Per NWCCU if this is 16 hours it should be 1.5 credits; we were asked by the CCC Curriculum Office to make the change

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact Email

Jordan.Gulley@clackamas.edu

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	1.50 ~~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	Winter 2027

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), 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;

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

Megan Feagles (megan.feagles) (10/22/26 12:47 pm): Rollback: please provde a reason for the credit change and resubmit. Thanks!

Key: 770

Preview Bridge

HIGHER EDUCATION COORDINATING COMMISSION
3225 25th Street SE, Salem, OR 97302
www.oregon.gov/HigherEd

Purpose of this Document

The courses below were developed through the Career Technical Education (CTE) math alignment work that is part of the broader Developmental Education Redesign efforts across Oregon community colleges. These courses were developed by the Math Experts Team work group and reviewed by institutions through points of contact. The alignment of these courses followed common course numbering practices and considered the Career Clusters Framework to support consistency and clarity across institutions. The three courses are intended to replace developmental education courses for learners in CTE programs and other programs where institutions see fit.

Important note: The name, number, credit hour allocation, course description, and learning outcomes for each of the three CTE math courses below cannot be changed by institutions. Colleges will be able to add 1-2 custom learning outcomes to meet programmatic needs when implementing locally

Course Name: Applied Business Math

Course Number: MTH 102

Credits: 4 credit(s)

Career Cluster Areas: Investing in the Future (Financial Services) and Connecting & Supporting Success (Management & Entrepreneurship; Digital Technology; Marketing & Sales)

Course Description:

This course provides a foundational study of mathematical concepts and their practical application in business and personal finance. Students will apply arithmetic and algebraic skills to solve real-world problems encountered by consumers and business professionals. The curriculum emphasizes the mathematics of buying and selling, banking and payroll, and the time value of money, including interest and investment analysis.

Additional topics may include depreciation, taxes, an introduction to business statistics, and the use of spreadsheets and/or financial calculators to model and solve problems. The course is designed to prepare students for success in business coursework and careers.

This course is not meant to fulfill the requirements associated with AAOT, AST, or AAT degrees.

Course Learning Outcomes:

Upon successful completion of this course, the student will be able to:

1. Apply proportional reasoning techniques to solve real-world business problems involving discounts, payroll calculations, depreciation, and basic financial transactions;
2. Analyze the characteristics and performance of financial assets, and evaluate their valuation, classification, and resulting impact on financial statements;
3. Apply descriptive statistics techniques to analyze business data using appropriate measures of center and data displays. Apply financial formulas, including simple and compound interest, present and future value, loan payments, and annual percentage rates, to evaluate and analyze financial decisions encountered within an organization or business;
4. Analyze real-world business scenarios using spreadsheet technology and financial analysis tools to inform decision-making and clearly communicate outcomes related to decisions such as leasing versus buying, tax implications, financial health, and strategic business decisions;
5. Demonstrate awareness of the ethical use of mathematical processes utilized in analysis and decision-making within business.

Course Name: Applied Technical Math

Course Number: MTH 103

Credits: 4 credit(s)

Career Cluster Areas: Building & Moving (Supply Chain & Transportation; Advanced Manufacturing; Construction), Cultivating Resources (Energy & Natural Resources; Agriculture) and Caring For Communities (Healthcare; Public Service & Safety)

Course Description:

This course introduces applied mathematical concepts used in career and technical fields. Emphasis is placed on problem solving and mathematical communication through real-world applications relevant to technical programs. Topics may include operations with real numbers, measurement, ratios and proportions, percent, dimensional analysis, algebraic formulas, expressions and equations, and right-triangle trigonometry. Students use mathematical reasoning and technology to solve applied problems commonly encountered in technical, industrial, and engineering-related contexts.

This course is not meant to fulfill the requirements associated with AAOT, AST, or AAT degrees.

Course Learning Outcomes:

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

1. Perform operations with real numbers, fractions, decimals, and percentages, including ratios, proportions, and dimensional analysis;
2. Use algebraic properties to work with formulas, expressions, and equations relevant to applied technical problems;
3. Use geometric concepts and formulas, including units and measurement, to solve problems;
4. Apply mathematical reasoning and critical thinking to solve quantitative problems encountered in technical, industrial, and workplace contexts;
5. Use appropriate technology (e.g., calculators, spreadsheets, or software) to support mathematical modeling and problem solving;
6. Communicate mathematical reasoning, solution strategies, and results clearly using correct symbols, units, and technical language.

Course Name: Applied Quantitative Reasoning

Course Number: MTH 104

Credits: 4 credit(s)

Career Cluster Areas: Creating & Experiencing (Hospitality, Events, & Tourism; Arts, Entertainment, & Design), and Caring For Communities (Healthcare & Human Services; Education; Public Service & Safety)

Course Description:

Quantitative information is around us all the time: numbers and graphs show up in the news, we have to organize information for our personal and work life, and decision making in the world is increasingly based on data. In this class, participants work to understand, organize, and communicate complex information based on numbers. Students will explore quantitative information from daily life, develop and utilize quantitative reasoning skills, and learn to effectively organize and communicate quantitative information.

This course is not meant to fulfill the requirements associated with AAOT, AST, or AAT degrees.

Course Learning Outcomes:

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

1. Explore and engage with real-world scenarios involving quantitative information;
2. Understand and interpret quantitative information presented in written, graphical, and tabular form;
3. Critically analyze quantitative information using appropriate language and technology;
4. Create spreadsheets that communicate quantitative information using appropriate data formatting, cell-referenced formulas, functions, and data visualization tools;
5. Critically assess progress as learners using self-reflection through the lenses of growth mindset, belonging, social-emotional health, and student skills.

Related Instruction Checklist

Related Instruction Requirement

Programs of study for which applied or specialized associate degrees are granted, or programs of an academic year or more in length for which certificates are granted, must contain related instruction courses.

Purpose of Checklist

The Related Instruction Review Team will use this checklist to assist in determining if courses meet the criteria needed to be certified as a related instruction course. Each related instruction area has its own set of criteria that must be met for certification to be granted.

Instructions for Review Team

Review the related instruction submission form to ensure that all criteria are addressed. If all criteria are met within one area, the course meets the requirements for related instruction certification within that area.

Useful References:

- "College-Level" is defined by each area.
- SLO: Student Learning Outcome
- RIO: Related Instruction Outcome

Related Instruction Area Criteria

Communication

- ✓ College-Level Writing Course
- ✓ Minimum of 3 credits
- ✓ The course provides students with the effective written communication skills necessary for success in a field in which a degree or certificate is offered.
- ✓ Course SLOs are effectively aligned to the RIO, not all SLOs must be represented to achieve alignment:

  Upon successful completion of this course, students should be able to read actively, think critically, and write purposefully and capably for professional audiences.
- ✓ The assessment tools provided reflect the concepts or knowledge targeted in the related instruction outcome.

Computation

- ✓ College-Level Course
- ✓ Minimum of 3 credits

Related Instruction Checklist

- ✓ The course provides students with sufficient mathematical skills and knowledge for success in a field in which a degree or certificate is offered.
- ✓ Course SLOs are effectively aligned to the RIO, not all SLOs must be represented to achieve alignment:
  Upon successful completion of this course, students should be able to use appropriate mathematics to solve problems.
- ✓ The assessment tools provided reflect the concepts or knowledge targeted in the related instruction outcome.

Human Relations

- ✓ College-Level Course
- ✓ Minimum of 3 credits
- ✓ The course covers interpersonal relationships and human relation skills in social and/or work contexts.
- ✓ Course SLOs are effectively aligned to the RIO, not all SLOs must be represented to achieve alignment:
  Upon successful completion of this course, students should be able to engage in ethical communication processes that accomplish goals.
- ✓ The assessment tools provided reflect the concepts or knowledge targeted in the related instruction outcome.

Last Approved 10/16/2026

Curriculum Committee Charter

Mission

The Clackamas Community College (CCC) Curriculum Committee supports faculty in the development and implementation of high-quality curriculum that is accessible to all students, adaptable to changing needs, and accountable to the community by facilitating faculty collaboration and ownership of the curriculum and providing a venue for faculty to establish curricula and improve instructional programs.

Purpose

In supporting the mission of the College, the Curriculum Committee oversees the quality and content of course outlines and transfer and non-transfer degree and certificate requirements in accordance with the policies and guidelines of the Northwest Commission of Colleges and Universities (NWCCU) and other relevant agencies. The committee provides guidance, advocacy, and oversight for curricular issues that are cross-departmental or institutional in scope and impact. This includes, but is not limited to, new courses, revisions to existing courses, transferability, general education and related instruction issues, and new and revised programs.

Scope

The committee is tasked with the following responsibilities:

1. Provide oversight of all new or changed course outlines and program proposals to ensure that academic standards are maintained.
    a. Review and evaluate course outlines to assure that they are well developed, clear and complete, meet state guidelines, conform to CCC standards, satisfy transferability requirements (if any), and that supporting documents adequately supplement the proposal;
    b. Assure that general education outcomes on course mapping documents are clearly and appropriately addressed in the student learning outcomes, and that state approved criteria are reflected in the course outlines to which the mapping documents are attached;
    c. For courses identified as meeting Related Instruction through embedded content, ensure that course outlines clearly address the student learning outcomes relevant to the Related Instruction area;
    d. Make recommendations to assist individuals and departments/areas to strengthen their course outlines and program proposals.

2. Evaluate the impact of curriculum proposals on the College to assure that the curriculum offered is complementary and integrated.
    a. Assure that overlap with existing courses, impacts on other divisions, departments/areas, courses, programs, college services, and pre/co-requisites have been addressed.

3. Approve or disapprove new or changed course outlines and programs, recommend quality and conformance to best curricular practice throughout the College.

4. Establish, review and revise procedures and guidelines as needed to assure quality and conformance to best curricular practice throughout the College.

Last Approved 10/16/2026

Membership

The membership of curriculum committee includes faculty and staff members from varied departments. This reflects an intentional effort to gather broad representation from the College community; these different perspectives help ensure that we can effectively challenge, support, and continuously improve the College's curriculum.

1. Ex Officio positions
    a. Faculty
        i. Center for Teaching and Learning Representative
        ii. Library Representative
    b. Non-Faculty
        i. Director, Curriculum Office (non-voting)
        ii. Curriculum and Scheduling Specialist (non-voting)
        iii. Vice President, Instruction and Student Services (INSS)
        iv. Dean, Institutional Effectiveness & Planning (IEP)
        v. Associated Student Government (ASG) Representative
        vi. Dean or Associate Dean, Academic Foundations and Connections (AFAC)
        vii. Financial Aid Representative
        viii. Graduation Services Representative
        ix. Director, Student Academic Support Services
        x. Academic and Career Coach Representative
        xi. Dean or Associate Dean, Arts and Sciences
        ~~xii. Associate Dean, Arts and Sciences~~
        xiii. Dean or Associate Dean, Technology, Applied Science and Public Services (TAPS)
        ~~xiv. Associate Dean, TAPS~~
        xv. Director of Health Sciences
        xvi. Registrar
        xvii. Veterans Services

2. Regular faculty positions
    a. Faculty from each division are appointed by their dean with the goal of representing multiple departments within each division. If faculty from multiple departments are not available, these positions can be filled by faculty-at-large.
    b. We value full-time and associate faculty representation with the intent of having at least two associate faculty represented on the committee. Faculty membership on the committee is reviewed regularly to ensure broad representation from divisions and compliance with relevant bargaining agreements.
    c. Regular members serve three-year terms.
    d. Committee may choose to retain a current representative beyond a three-year cycle, with dean approval.

3. Committee Chair
    a. The committee is chaired by a full-time faculty member who serves a two-year term as chair.
    b. Chair duties include onboarding new members, leading meetings, putting agenda items up for a vote, checking in with review teams, and sharing updates at College Council.
    c. In the current chair's final term, a call will be put out to nominate a new chairperson from among the faculty membership.

d. After nominations, all members vote on the new chair according to the committee's voting guidelines (below).
e. Chair terms can be extended beyond two years if a) they are approved as a continuing member of the committee by their dean, b) they are nominated for an extended term as chair, and c) committee members vote to approve the extended term.
f. The chair role is a non-voting role.

Review Teams

Review teams evaluate new and revised course outlines according to the Course Revision Guidebook standards. Division review teams are made up of all committee members in that division. Related Instruction and General Education review teams are made up of volunteers from the curriculum committee.

1. AFAC Review Team
2. Arts and Sciences Review Team
3. TAPS Review Team
4. Related Instruction Review Team
5. General Education Review Team

Voting Guidelines

1. A quorum of at least 1/3 of the voting members, with more than half of those being faculty members, must be present in order for a vote to take place.
2. All members of the committee other than the Curriculum Office representatives and Chair are eligible to vote on every item, including items that they introduce and present.
3. The institution recognizes the central role of faculty to establish curricula; therefore, only faculty can motion for an agenda item to be considered for vote. This vote may be pushed out up to 3 future meetings to provide preparation time for the vote. At that time, it may be decided, or tabled further by a quorum vote.

Additional Documents

The *Course Revision Guidebook* and other checklists, flowcharts, and process documents can be found on the committee page http://webappsrv.clackamas.edu/committees/CC/.

Relationship to Other Committees

The Curriculum Committee works with the Curriculum Office, Instructional Standards & Procedures (ISP) Committee, the Assessment Committee and other college entities as appropriate.

Definitions

Please see http://handbook.ccwdwebforms.net/handbook/glossary for a list of terms commonly used in committee discussions.

New Member Orientation

The committee chair will provide orientation to the committee at the first meeting of each year. Additionally, committee members in their first term will be provided orientation by the committee chair and/or their division review team.

Last Approved 10/16/2026

Committee Member Expectations/Commitment

In addition to attending meetings, members of the Curriculum Committee are expected to:

- Be familiar with Curriculum Committee process documents and Course Outline Review Guidebook
- Review meeting agenda and bring questions/comments to share at the meeting
- Engage in work with divisional review team and other subcommittees as assigned
- Keep department and/or constituent group informed of committee action

Meeting Schedule

The Curriculum Committee meets the first and third Friday of each month of Fall, Winter, and Spring terms, from 8-9:30am.

Curriculum Committee Membership 26-27

All Faculty positions can alternatively become Faculty-At-Large if no one from the specified areas is available. Our intent is to have at least two associate faculty serving on Curriculum Committee who may represent any division.

vacant

Curriculum Committee/Curriculum Office

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

Academic Foundations and Connections (AFAC)

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

Arts & Sciences

Member	Committee Role	Ending Term	Term Cycle
Aundrea Snitker	Interim Dean, Arts & Sciences	Ex-Officio	Permanent
Dustin Bare	Interim Associate Dean, Arts & Sciences; **Review Team Lead**	Ex-Officio	Permanent
Nora Brodnicki	Art, World Lang, Music ~~Comm, Theatre, Journalism~~	2029/SP	3-year
Deanna Myers	~~Faculty-At-Large~~ Sciences and Engineering	2029/SP	3-year
Debra Carino	Computer Science/ Business	2029/SP	3-year
	~~Business,~~ Horticulture	2029/SP	3-year
Kerrie Hughes	~~Sciences and Engineering~~ Comm, Theatre, Journalism	2028/SP	3-year
Charles Siegfried	Faculty-At-Large (Associate Faculty)	2029/SP	3-year
Keely Baca	~~Faculty-At-Large~~ Social Sciences	2027/SP	3-year
Ephanie Debey	Faculty-At-Large	2027/SP	3-Year
Lizzie Sauber	Faculty-At-Large	2029/SP	3-year

Technology, Applied Science, and Public Services (TAPS)

Member	Committee Role	Ending Term	Term Cycle
Armetta Burney	Dean, TAPS	Ex-Officio	Permanent
Erin Gravelle	Associate Dean, TAPS; **Review Team Lead**	Ex-Officio	Permanent

Virginia Chambers	Director of Health Sciences	Ex-Officio	Permanent
Jordan Gulley	Wilsonville, Apprenticeship, Fire, Emergency	2029/SP	3-year
Ada Echevarria	Education, Human Services, Criminal Justice/Public Services	2029/SP	3-year
Diana Tourney	Faculty-At-Large (Associate Faculty)	2029/SP	3-year
Craig Connors	Industrial Technology	2028/SP	3-year
Kari Hiatt	Nursing, Allied Health	2029/SP	3-year
Myran Babcock	Industrial Technology or Automotive	2029/SP	3-year

Sub-Committees

Related Instruction Sub-Committee

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

General Education Sub-Committee

Member	Ending Term
Dustin Bare (lead)	Ex-Officio
Elizabeth Carney	Ex-Officio
Nora Brodnicki	
Kerrie Hughes	
Jeff McAlpine	
Kelly Mercer	
Almir Methadzovic	

2026-2027 Sabbaticals