

	Presenter	Action
<b>1. Welcome</b>	<b>Chair</b>	
<b>2. Approval of Minutes</b>	<b>Chair</b>	Approval
<b>3. Consent Agenda</b> a. Course Number Changes b. Course Title Change c. Reviewed Outlines for Approval	<b>Chair</b>	Approval
<b>4. Course and Program Approvals</b> a. <b>HOR-212 Instructional Method/Hours Change</b>  b. <b>Early Childhood Education &amp; Family Studies CC Amendment</b>	<b>Christopher Konieczka</b>  <b>Dawn Hendricks</b>	Approval/25.SU  Approval/25.SU
<b>5. Old Business</b> a.		
<b>6. New Business</b> a. General Education Sub-Committee Update	<b>Aundrea Snitker</b>	Info
<b>7. Closing Comments</b>		

**Present:** ASG (Cadence Gillespie), ASG (Jazlyn Ricalde), Keely Baca, Dustin Bare, Nora Brodnicki (Co-Chair), Armetta Burney, Debra Carino, Elizabeth Carney, Virginia Chambers, Amanda Coffey, Juan Cortes, Ephanie Debey, SD DeWaay, Megan Feagles (Recorder), Jordan Gulley, Dawn Hendricks, Kari Hiatt, Eric Lee, Gentiana Loeffler, Mike Mattson, Kelly Mercer (Co-Chair), Deanna Myers, Tracy Nelson, Carrie Sandberg, Charles Siegfried, AJ Smith, April Smith, Aundrea Snitker, Dru Urbassik

**Guests:**

**Absent:** Sue Goff, Erin Gravelle, Danielle Hoffman, Frank Kilders, Kara Leonard, David Plotkin, Ashley Sears, Sarah Steidl, Chris Sweet, Wryann Van Riper

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**1. Welcome**

**2. Approval of Minutes**

- a. Approval of the April 4, 2025 minutes

*Motion to approve, approved*

**3. Consent Agenda**

- a. Course Number Changes
- b. Course Title Change
- c. Reviewed Outlines for Approval

*Motion to approve, approved*

**4. Course and Program Approvals**

**a. Business/Accounting Changes**

Curriculum Office presented for Joan San-Claire

**a. BA-228 Credit Change**

- i. Changing from 33 LECT/3 Credits to 44 LECT/4 Credits.
- ii. Description, SLOs, and topics needed updating to conform with instructional content actually delivered and outcomes desired. The credit change is requested to conform with other Oregon CCs, as well as the actual workload for this course. Specifically, the extra credit allows more instructional time for reinforcement of the material, in prep for those who might want to certify in QB.

**b. Amendments**

- i. Accounting AAS
  - 1. Updating the credits for BA-228 from 3 to 4. Decreasing electives by 1 credit to keep program total at 90 credits.
- ii. Accounting Clerk CC
  - 1. Updating the credits for BA-228 from 3 to 4. Removing the electives. Program total credits change from 45-48 to 46.
- iii. Administrative Professional AAS
  - 1. Updating the credits for BA-228 from 3 to 4. Total credits change from 91-92 to 92-93.

*Motion to approve, approved*

**c. Accounting AAS Program Learning Outcomes**

- i. Minor wording changes to PLO3 and PLO4.

**b. Music Technology AAS Amendment**

- a. Curriculum Office presented for David Badstubner
- b. Updating the credits for BA-228 from 3 to 4. Remove BA-123 because it's no longer offered. Adding Individual Lessons and MUS-104 to Program Basics.

*Motion to approve, approved*

**c. General Education Approval**

- a. Gen Ed Review Team presented
- b. WR-246, WR-248, WR-250

- c. The General Education Review Team recommends that WR-246, WR-248, and WR-250 be approved as General Education courses in the Arts & Letters area.
  - d. WR-248 was already approved as Gen Ed, but recently underwent extensive updates.
- Motion to approve, approved*

d. **General Education Program Amendments**

Curriculum Office presented

- a. Adding WR-246 and WR-250 to the Arts & Letters Gen Ed lists for the following programs:
  - i. AA Degree, Oregon Transfer
  - ii. AA Degree, Oregon Transfer Elementary Education
  - iii. AS Degree, Transfer Biology
  - iv. AS Degree, Transfer Business
  - v. AS Degree, Transfer Computer Science
  - vi. Associate of General Studies
  - vii. Core Transfer Map
  - viii. Oregon Transfer Module

5. **Old Business**

- a.

6. **New Business**

a. **Course Revision Guidebook**

- i. This resource hasn't been updated in many years. The Sub-Committee met and came up with some Frequently Asked Questions as a start to updating this resource.
- ii. Is this the type of information that would be helpful?
  - 1. Who will review my course and how? A place to add info about how Review Teams operate.
  - 2. How do I change or amend a program?
  - 3. Add a note about how only courses in programs are financial aid eligible.
  - 4. Might be helpful to have information about communicating with Department Chairs about course changes
  - 5. How do I reactivate a course?
  - 6. Add resources/links and information for course transferability
  - 7. How do I get support for my General Education and Related Instruction application?
  - 8. How do I let others know that my course would work in their program?
  - 9. Best practices for creating a program
    - a. Credits per term, course offering term, prereqs, which courses to choose for a specific requirement, which courses could work as electives.

b. **Review Membership Vacancies**

- i. Deans are responsible for filling vacancies in their areas.

7. **Closing Comments**

*-Meeting Adjourned-*

**Next Meeting: May 2, 2025 (8-9:30am)**

**1. Course Title Change**

Course	Current Title	Proposed Title

**2. Course Number Change**

Course	Title	Proposed Course Number
SOC-205	Social Stratification & Social Systems	SOC-207

**3. Outlines Reviewed for Approval**

Course	Title	Implementation
BA-120	Project Management Fundamentals	2025/SU
BA-207	Prepping for Business Success	2025/SU
SOC-207	Social Stratification & Social Systems	2025/SU

# Course Change Request

Date Submitted: 04/18/25 2:36 pm

Viewing: **BA-120 : Project Management Fundamentals**

Last approved: 02/15/24 3:49 am

Last edit: 04/18/25 3:31 pm

Changes proposed by: Sabrina Rahn (sabrina.rahnn)

Catalog Pages  
referencing this  
course

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

Programs  
referencing this  
course

- [CC.PMTOOLTECH: Project Management Tools & Techniques](#)
- [AAS.PROJECTMNGT: Project Management](#)
- [CC.PROJECTMNGT: Project Management](#)
- [AAS.FULLSTACK: Full-Stack Web Development](#)
- [CC.FRONTENDDEV: Front-End Web Development](#)
- [AAS.MUSICTECH: Music Technology](#)
- [AAS.COMPNETADMIN: Computer & Network Administration](#)
- [CC.COMPNETADMIN: Computer & Network Administration](#)
- [CC.COMPAPPSPECIAL: Computer Application Specialist](#)
- [AAS.EMP: Emergency Management Professional](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

## In Workflow

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

## Approval Path

- 04/21/25 6:49 am  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
- 04/23/25 12:41 pm  
Deanna Myers (deanna.myers):  
Approved for DASC Curriculum Committee Outline Review Team

## History

- Feb 15, 2024 by  
Megan Feagles (megan.feagles)

Are you the Faculty Contact Person?

Yes

Course Prefix BA - Business Administration

Course Number 120

Department Business

Division Arts and Sciences

Course Title Project Management Fundamentals

### Grading

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Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass Yes

Only Pass/No Pass No

Audit Yes

Min Credit 4.00

Variable Credit No

### Contact hours

---

Lecture 44.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 44

Proposed Effective Summer 2025  
Term

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

Yes

## Course Description

Foundational course in project management. Students gain an introduction to project management principles and techniques, including identifying project life cycle phases, generating a project charter, learning and applying stakeholder management techniques, generating work/task breakdowns, network diagrams and identifying the critical path. Students will also learn and apply risk management techniques, resource allocation, and project monitoring and controlling methodologies.

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

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Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

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Required

Recommended

Working knowledge and access to MS Excel and MS Word

Is Student Petition required?

No

Show course in

Print in Schedule

Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall/Winter/Spring

Will this class use library resources?

No

## Course Certifications

---



Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

---

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

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Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	<u>analyze and evaluate project lifecycle phases and processes to manage projects from initiation to closure;</u> <del>identify common phases in the project life-cycle and list activities critical to each;</del>
2	<u>align project goals with value delivery and assess trade-offs among the triple constraints to optimize project outcomes;</u> <del>analyze new project constraints and identify trade-offs between them;</del>
3	<u>develop a comprehensive project plan that outlines the project charter, objectives, scope, stakeholders, WBS, schedule, resources, budget, and risk management strategies;</u> <del>identify project stakeholders, create a communication plan that meets their needs, and prioritize stakeholders' impacts to the project by the following criteria: proximity to the project, power, and urgency;</del>
4	<u>identify project stakeholders, develop a communication plan tailored to their needs, and analyze stakeholders' influence and impact on the project;</u> <del>create a project work breakdown structure that accurately reflects a given project's scope and includes individual work packages, each scaled for a single owner;</del>

	Upon successful completion of this course, students should be able to:
5	<u>create a Work Breakdown Structure (WBS) to decompose a project into manageable components and organize tasks efficiently for project execution;</u> <del>employ a work breakdown structure to develop a network diagram that accurately reflects duration and sequencing of project activities;</del>
6	<u>develop a project schedule by defining tasks, estimating durations, analyzing dependencies, and identifying the critical path to ensure on-time project completion;</u> <del>identify a project's critical path and compute a project's earliest possible finish date by means of the two pass method;</del>
7	<u>identify, assess, and prioritize potential project risks, develop mitigation strategies, create a risk management plan, and monitor risks throughout the project lifecycle to minimize their impact;</u> <del>name the four methods for responding to project risks and the three methods for responding to project opportunities and identify their differences;</del>
8	<u>apply various cost estimation techniques to develop a project budget, allocate resources efficiently, and analyze expenditures to ensure financial control and project success;</u> <del>summarize the differences between analogous, parametric, and bottom-up cost estimating and describe when it's appropriate to use each;</del>
9	<del>define planned value, earned value, actual costs, schedule variance, and cost variance within the context of Earned Value Management; demonstrate how this system may be used to manage project cost and schedule.</del>
<u>9</u>	<u>examine emerging trends in project management, including AI, change management, ethics, and virtual teams, while exploring future PM career opportunities and PMI certifications.</u>

### Major Topic Outline

1. Project life cycle/project constraint model. 2. Project initiating/chartering. 3. Project communications. 4. Project planning. 5. Project work breakdown structure. 6. Project network diagram. 7. Project cost and schedule management.

## Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course

0

## Course Transferability

---

OUS school to which the course will transfer

[PSU - Portland State University](#)

Comparable  
course(s)

[BA-120](#)

How does it transfer?

[general elective](#)

Evidence of transferability

[Other. Please explain.](#)

Explanation of other evidence of transferability

[Checked on Transferology](#)

Please attach documentation

Reviewer Comments

# Course Change Request

Date Submitted: 03/25/25 9:07 pm

Viewing: **BA-207 : Prepping for Business Success**

Last approved: 02/17/24 3:56 am

Last edit: 03/26/25 7:30 am

Changes proposed by: Beverly Forney (beverlyf)

Catalog Pages  
referencing this  
course

- [Business Administration \(BA\)](#)
- [Course Descriptions](#)

Programs  
referencing this  
course

- [AAS.LANDSCAPEMGMT: Landscape Management](#)
- [AAS.LANDMGMTARBOR: Landscape Management AAS, Arboriculture Option](#)
- [CC.ORGANICFARM: Organic Farming](#)
- [AAS.MUSICTECH: Music Technology](#)
- [AAS.HORT1: Horticulture](#)

Credits/Hours/Instructional Method Change

## In Workflow

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

## Approval Path

- 03/26/25 7:30 am  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
- 04/17/25 11:53 am  
Keely Baca (keely.baca):  
Approved for DASC Curriculum Committee Outline Review Team

## History

- Feb 17, 2024 by  
Beverly Forney (beverlyf)

Is Topic Shell Course?

Are you the Faculty Contact Person?

Yes

Course Prefix BA - Business Administration

Course Number 207

Department Business

Division Arts and Sciences

Course Title Prepping for Business Success

### Grading

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Grade Scheme Standard (STND)

Credit Type Credit Course

Allow Pass/No Pass No

Audit No

Min Credit 4.00

Variable Credit No

### Contact hours

---

Lecture 44.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community  
Education/Adult

Total 44

Proposed Effective Summer 2025  
Term

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

Yes

## Course Description

This course ~~courses~~ introduces the Career & Technical Education (CTE) ~~CTE~~ student ~~(This course is ONLY being offered to Horticulture students for the Spring 2024 term) to the~~ business practices necessary in conducting business within the scope of a specific CTE program. Students evaluate the business skills, traits, and commitment necessary to plan and operate a successful business venture. Students also learn how to evaluate small business opportunities, develop necessary business skills, and understand the resources necessary to start and manage a successful business.

Type of Course (ACTI Code)

210 - Career Technical Preparatory

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

## Course Requisites

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### Required

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Prerequisites

Corequisites

## Prerequisites or Corequisites

### Recommended

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#### Prerequisites

At least one ~~Horticulture~~ course in a CTE ~~within the Horticulture~~ program

#### Corequisites

## Prerequisites or Corequisites

### Non-Course Requisites

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#### Required

#### Recommended

Is Student Petition required?

No

Show course in

Print in Schedule

Schedule

Hide course in catalog

No

When do you plan to offer this course?

Spring

Will this class use library resources?

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	distinguish among the various forms of business ownership and various ways of getting a business started;
2	describe basic marketing tools, including social media marketing;
3	describe the basics of managing employees;
4	contrast and compare communication strategies utilized within a business as well as with customers;
5	describe the basic use of financial information in securing financing, as well as the financial records required of small business owners for tax and business inventory purposes.

Major Topic Outline



- 1. identification of strategies for financing a business start up;
- 2. how to form a business;
- 3. business plan basics;
- 4. financial records and their use in planning, starting, and managing a business;
- 5. financial management;
- 6. management and leadership;
- 7. developing a budget;
- 8. Preparing a marketing plan;
- 9. selection of pricing and promotion strategies
- 10. development and submitting of bids;
- 11. developing sales skills and strategies;
- 12. common contract language and its meaning;
- 13. personal strengths and weaknesses as it relates to starting a business;
- 14. identification of intrapersonal and interpersonal strengths and weaknesses;
- 11. conflict management;
- 12. Communication in the workplace;
- 13. Customer service;

## Green Course Management

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No

Clean up Natural Environment

No

Supports Green Services

No

Percent of Course      0

Reviewer Comments

# Course Change Request

Date Submitted: 04/14/25 1:18 pm

Viewing: SOC-207 ~~SOC-205~~ : Social Stratification & Social Systems

Also listed as: ~~SOC-205~~

Formerly known as: SOC-205

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

Last edit: 04/14/25 1:18 pm

Changes proposed by: Derek Lougee (derek.lougee)

## In Workflow

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

## Approval Path

1. 04/14/25 1:20 pm  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
2. 04/23/25 12:22 pm  
Gentiana Loeffler (gentiana.loeffler):  
Approved for DASC Curriculum Committee Outline Review Team

## History

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

Catalog Pages  
referencing this  
course

**SOC-205:**  
Sociology\_(SOC)

Programs  
referencing this  
course

**SOC-205:**  
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)  
AS.OSUBIOLOGY: AS, Biology, OSU  
NA.OTM: Oregon Transfer Module  
AS.TCOMPSCIESWO, AS.TCOMPSCIOSPSUO: Computer Science (AST)  
AS.TBUSINESS: Business (AST)  
NA.CTM: Core Transfer Map  
AS.OSUCHEMENGR: AS, Chemical Engineering, OSU  
AS.OSUELCOMPENGR: AS, Electrical Engineering, OSU  
AAS.ELECTRONENGTECH: Electronics Engineering Technology  
AA.OREGONTRANSFER: Associate of Arts Oregon Transfer (AAOT)  
AGS.GENERAL: Associate of General Studies

[AA.ENGLIT: English Literature \(AAT\)](#)  
[AS.OSUENVIRENGR: AS, Environmental Engineering, OSU](#)  
[AAS.HUMANSERVGEN: Human Services Generalist](#)

Credits/Hours/Instructional Method Change

Is Topic Shell Course?

Are you the Faculty Contact Person?

No

Faculty Contact

Email

erichp@clackamas.edu

Course Prefix      SOC - Sociology

Course Number      207 ~~205~~

Department      Social Sciences

Division      Arts and Sciences

Course Title      Social Stratification & Social Systems

**Grading**

Grade Scheme      Standard (STND)

Credit Type      Credit Course

Allow Pass/No Pass      Yes

Only Pass/No Pass      No

Audit      Yes

Min Credit      4.00

Variable Credit      No

**Contact hours**

Lecture 44.00

Lec/Lab

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 44

Proposed Effective Summer 2025

Term

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

## Course Description

This course explores the inequality that exists in our society. Social stratification is the unequal distribution of resources and opportunities in a society. Issues like gender, race, poverty, education and capitalism will be explored and discussed in an attempt to understand their impact on the inequality that we experience in our society. Various sociological theories will be introduced and utilized to explore and enhance our understanding of these issues.

## 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

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### Required

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Prerequisites

Corequisites

Prerequisites or Corequisites

### Recommended

---

Prerequisites

WRD-098 or placement in WR-121Z

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

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Required

Recommended

Is Student Petition required?

No

Show course in  
Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Summer/Fall/Winter/Spring

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

No

## Course Certifications

---

Is this a Related Instruction course?

No

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

Yes

General Education Outcome(s)

Social Sciences

Cultural Literacy

## Equivalent Courses

---

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

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Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	demonstrate an understanding and analyze key concepts, approaches, and theories relative to historical patterns of social inequality in the United States, across race, ethnicity, class, gender, age, sexuality, sexual orientation, and/or disability; (SS1)
2	identify how discrimination works and is demonstrated in various social practices and institutions; impact of individual and institutional discrimination on everyday life and experiences; (SS2)
3	identify and evaluate the major perspectives of social inequality, prejudice, and discrimination through comparison, application, analysis, discussion, and writing; (CL1)
4	explain the conflicts associated with social institutions and the impact of institutions on everyday life and experiences; (SS1)(SS2)
5	distinguish among the sociological theories of varying social institutions and assess their relative merits through application, comparison, analysis, discussion and writing;
6	analyze social phenomena by evaluating information, evidence, argument and/or theory to draw logical conclusions or implications. (SS1)

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

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

### WR: Writing Outcomes

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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

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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**

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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**

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Outcomes Assessment Strategies

General Examination

Projects

Writing Assignments

Major Topic Outline

1. Social stratification across: a. Race. b. Ethnicity. c. Gender. d. Age. e. Sexual orientation. f. Disability.
2. Social institutions including: a. Family. b. Education. c. Politics. d. Health. e. Economics. f. Religion.

## **Green Course Management**

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

Increased Energy Efficiency

No

Produce Renewable Energy

No

Prevent Environmental Degradation

No



Clean up Natural Environment

No

Supports Green Services

No

Percent of Course 0

## Course Transferability

---

OUS school to which the course will transfer

EOU - Eastern Oregon University

Comparable

course(s)

OSU 205 PSU Low D WOU 315 OIT Gen Ed SOU 204/or/Elective

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Web research

---

OUS school to which the course will transfer

OIT - Oregon Institute of Technology

Comparable

course(s)

OSU 205 PSU Low D WOU 315 OIT Gen Ed SOU 204/or/Elective

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Web research

---

OUS school to which the course will transfer

OSU - Oregon State University

Comparable

course(s)

OSU 205 PSU Low D WOU 315 OIT Gen Ed SOU 204/or/Elective

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Web research

---

OUS school to which the course will transfer

OSU-C - OSU-Cascade

Comparable

course(s)

OSU 205 PSU Low D WOU 315 OIT Gen Ed SOU 204/or/Elective

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Web research

---

OUS school to which the course will transfer

PSU - Portland State University

Comparable

course(s)

OSU 205 PSU Low D WOU 315 OIT Gen Ed SOU 204/or/Elective

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Web research

---

OUS school to which the course will transfer

SOU - Southern Oregon University

Comparable

course(s)

OSU 205 PSU Low D WOU 315 OIT Gen Ed SOU 204/or/Elective

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Web research

---

OUS school to which the course will transfer

UO - University of Oregon

Comparable

course(s)

OSU 205 PSU Low D WOU 315 OIT Gen Ed SOU 204/or/Elective

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Web research

---

OUS school to which the course will transfer

WOU - Western Oregon University

Comparable

course(s)

OSU 205 PSU Low D WOU 315 OIT Gen Ed SOU 204/or/Elective

How does it transfer?

general education or distribution requirement

general elective

Evidence of transferability

Other. Please explain.

Explanation of other evidence of transferability

Web research

---

Please attach documentation

Reviewer Comments

Key: 1464

[Preview Bridge](#)

Course	Current Hours/Credits	Proposed Hours/Credits
HOR-212	44 LE/LA/2 Credits	10 LECT, 20 LE/LA/2 Credits

# Course Change Request

Date Submitted: 04/09/25 10:22 am

Viewing: **HOR-212 : Flower Arranger's Garden**

Last approved: 03/02/24 3:50 am

Last edit: 04/09/25 10:25 am

Changes proposed by: Christopher Konieczka (chrisk)

Catalog Pages  
referencing this  
course

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

Programs  
referencing this  
course

[CC.ORGANICFARM: Organic Farming](#)

[AAS.HORT1: Horticulture](#)

Credits/Hours/Instructional Method Change

Yes

## In Workflow

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

## Approval Path

1. 04/09/25 10:09 am  
Megan Feagles (megan.feagles): Rollback to Initiator
2. 04/09/25 10:25 am  
Megan Feagles (megan.feagles): Approved for Curriculum Office
3. 04/17/25 2:51 pm  
Nora Brodnicki (norab): Approved for DASC Curriculum Committee Outline Review Team

## History

1. Mar 2, 2024 by April Chastain (april.chastain)

## Reason for proposal

Long-time AF instructor is retiring and we are re-focusing the course to meet current interests in flower design and sale that will be taught by new AF. Part of this is removing the focus on plant ID and targeting season extension and sales instead. Moving to 5 weeks matches with spring class HOR-214 Cut Flower Farming (new this year!) and creates a mini-series that may become part of an additional floral production certificate in the future. It also maximizes the fall field time in October when flowers are still growing and of harvestable quality.

## Is Topic Shell Course?

### Are you the Faculty Contact Person?

Yes

Course Prefix      HOR -  
Horticulture/Arboriculture/Landscape/Organic  
Farming

Course Number      212

Department      Horticulture

Division      Arts and Sciences

Course Title      Flower Arranger's Garden

## Grading

Grade Scheme      Standard (STND)

Credit Type      Credit Course

Allow Pass/No Pass      Yes

Only Pass/No Pass      No

Audit      Yes

Min Credit      2.00

Variable Credit      No

## Contact hours

Lecture      10.00

Lec/Lab



20.00

~~44.00~~

Lab

Activity

Clinical

Field

CWE Seminar

CPR

Seminar

Community

Education/Drivers

Ed

Community

Education/Adult

Total 30 ~~44~~

Proposed Effective Summer 2025

Term

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

Yes

## Course Description

Learn essential fall flower farming techniques including planting, season extension, harvest, and conditioning of cut-flowers. Includes basic floral design and installation techniques. Instruction includes production of bouquets, dried arrangements, wreaths, and small installations. Ideal for garden designers, home flower gardeners, and growers of commercial cutting gardens. ~~Learn to identify and use organic methods to grow fall season plants which are suitable for use as cut flowers and foliage. Includes basic floral design and visits to local cutting gardens. Ideal for garden designers, home gardeners, and growers of commercial cutting gardens.~~

Type of Course (ACTI Code)

210 - Career Technical Preparatory

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

## Course Requisites

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### Required

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Prerequisites

Corequisites

Prerequisites or Corequisites

### Recommended

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Prerequisites

Corequisites

Prerequisites or Corequisites

## Non-Course Requisites

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Required

Recommended

Is Student Petition required?

No

Show course in  
Schedule

Print in Schedule

Hide course in catalog

No

When do you plan to offer this course?

Fall

Will this class use library resources?

No Yes

## Course Certifications

Is this a Related Instruction course?

No

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

No

General Education Outcome(s)

## Equivalent Courses

Equivalent Active Courses

Equivalent Inactive Courses

## Student Learning Outcomes

Student Learning Outcomes

	Upon successful completion of this course, students should be able to:
1	<u>identify various types of floral design; determine suitable types of flowers for specific arrangement styles and containers, and create at least one floral design</u>

	Upon successful completion of this course, students should be able to:
	<u>product each week including bouquets, wreaths, dried arrangements, and event installations;</u> <del>identify simple and easy styles of floral design;</del>
2	<del>select and prepare proper container;</del>
3	<del>determine suitable types of flowers for specific arrangement styles and containers;</del>
<u>2</u> 4	<u>explain factors that impact cut flower/foilage longevity (vase life) and demonstrate knowledge of proper maintenance of fresh flower arrangements to allow for maximum longevity;</u> <del>explain factors that impact cut flower/foilage longevity (vase life);</del>
5	<del>cite cultural and handling requirements for 40 unusual types of plants including woody shrubs, herbaceous perennials, annuals and biennials, native plants, and more;</del>
6	<del>demonstrate proper maintenance of fresh flower arrangements to allow for maximum longevity.</del>
<u>3</u>	<u>develop a season extension crop plan to elongate harvest windows and increase year-round access to marketable flower crops;</u>
<u>4</u>	<u>select and use appropriate harvest methods for each crop, recognizing maturity factors, environmental conditions, post-harvest handling, and conditioning techniques;</u>
<u>5</u>	<u>explain common market outlets for flower growers, how to access them, and achieve the quality standards necessary for sale.</u>

## Major Topic Outline

1. Flower Production. a. harvest methods and timing. b. post-harvest care and conditioning. c. season extension. 2. Floral design. a. appropriate crop selections for various styles. b. maximize vase life. c. styles of arrangements. d. Container selection including traditional and new ideas. 3. Marketing. a. possible market outlets for flowers. b. meeting market standards. c. identifying and accessing sales niches. ~~1. Flower arrangement. a. Styles of arrangements. b. Container selection including traditional and new ideas. c. Form of the arrangement to suit style. d. Suitable species of flowers for specific styles. e. New ideas for the designer/arranger. f. Study of cut flower longevity. 2. Cultural requirements of 40 different annual and herbaceous. a. Perennial plants. b. Botanic name – common name. c. Exposure for maximum quality plant growth. d. Soil requirements for each species. e. Environmental considerations for plant culture. f. Harvest timing and conditioning for quality stems for arrangements.~~

## 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: 949

[Preview Bridge](#)

Program	Implementation
Early Childhood Education & Family Studies CC	2025/SU

# Program Change Request

Date Submitted: 04/15/25 3:27 pm

Viewing: CC.EARLYLEARNING ~~CC.ECEFS~~ : Early Learning ~~Early Childhood Education & Family Studies~~

Last approved: 06/05/24 7:42 am

Last edit: 04/18/25 9:05 am

Changes proposed by: Dawn Hendricks (dawn.hendricks)

Catalog Pages Using this Program

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

Change Type

College Council Review

No

## Program Contact Information

Are you the Faculty Contact Person?

Yes

### In Workflow

- Curriculum Office
- EHCJ Chair
- DTPS Dean
- Curriculum Office
- Curriculum Committee Approval

### Approval Path

- 04/16/25 8:53 am  
Megan Feagles (megan.feagles):  
Approved for Curriculum Office
- 04/17/25 11:13 am  
Dawn Hendricks (dawn.hendricks):  
Approved for EHCJ Chair
- 04/17/25 2:45 pm  
Armetta Burney (armetta.burney):  
Approved for DTPS Dean

### History

- Oct 6, 2022 by clmig-kxayasene
- Feb 7, 2023 by Megan Feagles (megan.feagles)
- Feb 15, 2023 by Megan Feagles (megan.feagles)

- 4. Apr 18, 2023 by  
Megan Feagles  
(megan.feagles)
- 5. Apr 18, 2023 by  
Megan Feagles  
(megan.feagles)
- 6. Jun 5, 2023 by  
Megan Feagles  
(megan.feagles)
- 7. Mar 11, 2024 by  
Megan Feagles  
(megan.feagles)
- 8. Mar 21, 2024 by  
Megan Feagles  
(megan.feagles)
- 9. Jun 5, 2024 by  
Megan Feagles  
(megan.feagles)

## Program Overview

Name of Proposed Program	
<u>Early Learning</u> <del>Early Childhood Education &amp; Family Studies</del>	
Program Code	<u>CC.EARLYLEARNING</u> <del>CC.ECEFS</del>
Award (CCWD)	
Certificate, Related to a Parent Program (45-60 credits) (CC1R)	
Parent Program	
AAS.EARLYCHILDFAM	
Type of Program (CCC)	Certificate of Completion (CC)
Educational Focus Area	Teaching and Education
Effective Catalog Edition	2025-2026
Career Area	Human Resources
Department	Education, Human Services and Criminal Justice



Division Technology, Applied Science and Public  
Services (TAPS)

Other locations (institutions) this Program will be offered

CIP Code 19.0701 - Human Development and Family  
Studies, General.

## Program Award Information

### Program Learning Outcomes (PLOs)

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

	Outcome(s)
1	promote children's development and learning by collaborating to create healthy, respectful and supportive environment;
2	respect, support and communicate with families;
3	observe and document young children;
4	define and understand developmentally effective approaches, depending on the children's ages, characteristics and the setting within which teaching and learning occur;
5	use content knowledge to understand curriculum by designing and implementing experiences that promote positive development and learning for each and every young child;
6	identify and conduct themselves as members of the early childhood community.

### Proposed Curriculum

#### Plan of Study Grid

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

Winter Term

<a href="#"><u>ECE-121</u></a>	Observation and Guidance I in ECE Settings	4.00
<a href="#"><u>ECE-154</u></a>	Language & Literacy Development in Young Children	4.00
<a href="#"><u>HDF-225</u></a>	Prenatal, Infant & Toddler Development	3.00
Select one of the following:		4.00
<a href="#"><u>MTH-050</u></a>	Technical Mathematics I	
<a href="#"><u>MTH-065</u></a>	Algebra II	
<a href="#"><u>MTH-098</u></a>	College Math Foundations	
	Credits	15
Spring Term		
<a href="#"><u>ECE-240</u></a>	Environments and Curriculum Planning	4.00
<a href="#"><u>ECE-280</u></a>	Early Childhood Education/CWE	3.00
<a href="#"><u>ED-258</u></a>	Culturally Responsive Teaching & Education	3.00
<a href="#"><u>HDF-247</u></a>	Preschool Through Adolescent Child Development	3.00
	Credits	13
	Total Credits	45

All courses must be passed with a C or better

Reviewer

Comments