Curriculum Committee
Meeting Agenda
October 13, 2015
3:30pm-5:00pm
Jackson Hall 15

Debi Gresham       Martha Joyce       David Farrington     Karen Carroll
Roger Kennedy     Ali Mageehon        Georgann Willis      Kristi Hurt (Sec)
Bettie Wright (Sub)

Business to be reviewed by Curriculum Committee:

New Courses:

New Program

Course Revisions:
To Be Presented By: Tamra Samson
• BI 222

To Be Presented By: Sandra Angeli- Gade
• HS 144
• HS 107

To Be Presented By: Cheryl Yoder
• Martial Arts A, B, C,

Program Revisions:
To Be Presented By: Martha Joyce
• Marketing AAS

To Be Presented By: Tamra Samson
• Registered Nursing Program
• Practical Nursing Program

Next Curriculum Committee Scheduled for November 10th, 2015
Basic Information
Name of Course Revision Contact: Tamra Samson
Date: 10/06/15
Contact Title: Nursing Department Chair/Director
Department: Nursing
Course Number: BI 222
Course Title: Introduction to Genetics

Course Revision Information

Type of change
__ Revision
__ Reactivation
__ Deletion

Date, Year, and Term of Proposed Revision: Prior to next nursing application January 2016

Parent Program:

Course Revision Description and Justification
Please give as many details as possible about the revision, including justification for the change.
BI 221 is a course needed to successfully be prepared for entrance into the nursing program. Currently BI 222 is embedded in the nursing program curriculum and it is not a nursing course but a science course. Requiring pre-nursing students to have this course completed prior to acceptance into the nursing program is more appropriate than it being in the curriculum for this program. Discussion took place in both the nursing committee and with science faculty during the 2014-2015 academic year to restructure the delivery of this course.

Course Revision Impacts - select all that apply

__ Instructional costs (staff, materials, equipment, or facilities) required.
__ Additional instructional costs (staff, materials, equipment, or facilities) are needed.
__ Impact to other divisions in terms of classes and staffing
__ Other:

Description of Impact
If your revision will have one of the impacts listed above, please describe...
Currently nursing, admissions and advising have to monitor if a student has completed this course prior to students entering their second year of nursing. By requiring students to have this “prerequisite” completed prior to starting the nursing program, students will have a greater chance of being prepared and being successful in the nursing program. Also, student and UCC staff will not have to reevaluate transcripts close to graduation.
**List current information and proposed changes**

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**Additional Documentation**

*Please check additional forms or documentation you have submitted to Curriculum Committee.*

___ Course Outline - required

_x_ Other: The nursing department is not electing to change anything in relation to the course content of BI 222, yet only requests that the course does not “sit” within the nursing program secondary to it not being a nursing course.
Basic Information

Name of Course Revision Contact: Sandra Angeli-Gade or Pauline Martel
Date: 6-07-2015
Contact Title: Pauline Martel-Instructor; Sandra-Program Lead
Department: Human Services
Course Number: HS144
Course Title: Creating Effective Programs

Course Revision Information

Type of change
_x_ Revision
__ Reactivation
__ Deletion

Date, Year, and Term of Proposed Revision: January, 2016, Winter

Parent Program:

Course Revision Description and Justification

Please give as many details as possible about the revision, including justification for the change.
The recommendation is to redesign this course as an on-line hybrid. Over the past 3 years the
course as a classroom opportunity has not generated enough students and, as a result, has
been offered as independent study. It is hoped that an on-line opportunity will generate a
higher number of students taking the course.

Course description: Developing, maintaining, evaluating, and sustaining effective service
delivery programs is often a requirement for individuals in human services organizations. The
use of evidence-based practices from identification and implementation through fidelity
evaluation will be included in the curriculum. Students will be exposed to various “logic”
models for planning and evaluating programs and be required to develop a logic model
demonstrating an understanding of how to create an effective program. Students will meet in
person with the instructor three times during the course of on-line study

STUDENT LEARNING OUTCOMES:

Upon satisfactory completion of this course students should be able to:

1. Demonstrate ability to create a logic model for a community program
2. Apply logic model principles to creating a personal logic model
3. Apply classroom instruction to program development procedures
4. Demonstrate understanding of program planning using a logic model from resources provided

5. Apply logic model and community program plan review (evaluation procedures) to actual implementation protocols for current or potential work/community site

6. Demonstrate understanding of classroom discussion and text readings as they apply to program development and community capacity building

**Course Revision Impacts - select all that apply**

_0_ Instructional costs (staff, materials, equipment, or facilities) required.
_0_ Additional instructional costs (staff, materials, equipment, or facilities) are needed.
_0_ Impact to other divisions in terms of classes and staffing
_0_ Other:

**Description of Impact**
*If your revision will have one of the impacts listed above, please describe...*
List current information and proposed changes

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Additional Documentation
Please check additional forms or documentation you have submitted to Curriculum Committee.

_x_ Course Outline - required
__ Other:
COURSE OUTLINE

Course Number: HS 144
Course Credit: 1
Lecture Hours: 11

Course Title: Creating Effective Programs
Instructor: Pauline Martel
Contact: 541 643-1784
E-mail: pmartel429@gmail.com

COURSE DESCRIPTION:
Developing, maintaining, evaluating, and sustaining effective service delivery programs. The use of evidence-based practices from identification and implementation through fidelity evaluation will be included. Students will be exposed to various “logic” models for planning and evaluating programs.

STUDENT LEARNING OUTCOMES:
Upon satisfactory completion of this course students should be able to:
1. Demonstrate ability to create a logic model for a community program
2. Apply logic model principles to creating a personal logic model
3. Apply classroom instruction to program development procedures
4. Demonstrate understanding of program planning using a logic model from the text or classroom case study demonstration
5. Apply logic model and community program plan review (evaluation procedures) to actual implementation protocols for current or potential work/community site
6. Demonstrate understanding of classroom discussion and text readings as they apply to program development and community capacity building

REQUIRED TEXT/MATERIALS:
The Oregon Strategic Planning Workbook: From Assessment to Action 2014 (download from web site supplied by instructor)
CADCA power point (download from web site supplied by instructor)

OUTLINE:
1. Strategic Prevention Framework
2. Outputs and outcomes and the need to create data driven outcomes.
3. Risk and Protective Factors
4. Creating a Personal Logic Model
5. Assessing the Community
6. Creating a Community Logic Model
7. Evaluating Program Outcomes

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Grading Scale:
450-500  A
400-449  B
350-399  C
Class Schedule: Change to on-line hybrid format

Week #1:
1. Meet with instructor for 1.5 hours
2. Review the “Prevention Administration” PowerPoint AND “Prevention Administration” paper found on Canvas under the “Files” tab
3. Read pages 1-25 in the: Oregon Strategic Planning Workbook: From Assessment to Action 2014 (This workbook can be found on Canvas under the “Files” tab)
4. Complete Quiz #1 found under the “Quiz” tab (20 points)

Week #2:
1. Read Pages 26-36 in the: Oregon Strategic Planning Workbook: From Assessment to Action 2014
2. Review the 2013 Healthy Teen Survey Data for an Oregon County found in Canvas under the “Files” tab
3. Complete Quiz #2 found under the “Quiz” tab (20 points)

Week #3:
1. Meet with instructor for 1 hour
2. Review the logic model example found on Canvas under the “Files” tab
3. Create a logic model using the templates found on Canvas under the “Files” tab (100 points)
   a. Use the Lane County substance use data found in the 2013 Healthy Teen Survey Data for an Oregon County found in Canvas Files
   b. Copy the blank logic model template into word or another format with which you are comfortable. Once you have inserted your data, strategies, outputs, outcomes and evaluation tools into the template, you can post your logic model on Canvas.

Week #4
1. Meet with instructor 1.5 hour
2. Present completed logic model in class to instructor and other student

Class Schedule: Current classroom format

Friday, January 17, 2014  4:00-9:00

Class overview
Expectations, homework, testing, papers, grading, critical thinking, attendance
Discussion Question: What is the difference between living up to an “A” and living into an “A”?
Discussion/Activity:
Strategic Prevention Framework
Risk and Protective Factors
Creating a Personal Logic Model
Outputs and outcomes
Data driven outcomes
Chapter Assignment

Saturday, January 18, 2014  9:00-2:00
Review of Friday
   Quiz over assigned text chapters
Discussion/Activity:
   Assessing the Community:Community Readiness
   Creating a Community Logic Model
   Evaluating Program Outcomes
Basic Information
Name of Course Revision Contact: Sandra Angeli-Gade, Pauline Martel
Date: 4-1-2015
Contact Title: Pauline Martel-Instructor; Sandra-Program Lead
Department: Human Services
Course Number: 107
Course Title: Gerontology

Course Revision Information

Type of change
_X_ Revision
__ Reactivation
__ Deletion

Date, Year, and Term of Proposed Revision: April 1, 2016 Spring

Parent Program:

Course Revision Description and Justification
Please give as many details as possible about the revision, including justification for the change.
The course is being taught by a different instructor who determined the existing description and student learning outcomes to be inadequate.

This class is an introduction to the issues of aging. Although designed for human service workers in various fields, others working with the public in any field of study may find their skills in working with the elderly enhanced. The class is interdisciplinary in its approach, including the review of articles related to biological sciences, medicine, nursing, psychology, sociology, and social work. As the population in the United States ages, it is vital that we recognize the importance of effectively relating to older clients, patients and consumers.

Student Learning Outcomes:

Upon completion of this course, the student should be:

- Able to identify various life course transitions
- Evaluate psychological perspectives on aging
- Identify family relationships and social service systems as challenges and supports for aging adults
- Discuss the challenges and supports related to work and retirement
- Address the issues of death and dying with clients and their families
- Use specific strategies (questions) to assist participants in transition
- Explain the impact of poverty and inequality
Course Revision Impacts - select all that apply

- Instructional costs (staff, materials, equipment, or facilities) required.
- Additional instructional costs (staff, materials, equipment, or facilities) are needed.
- Impact to other divisions in terms of classes and staffing
- Other:

Description of Impact

If your revision will have one of the impacts listed above, please describe...
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**Additional Documentation**  
*Please check additional forms or documentation you have submitted to Curriculum Committee.*  
_x_ Course Outline - required  
__ Other:
Course Description:
This class is an introduction to the issues of aging. Although designed for human service workers in various fields, others working with the public in any field of study may find their skills in working with the elderly enhanced. The class is interdisciplinary in its approach, including the review of articles related to biological sciences, medicine, nursing, psychology, sociology, and social work. As the population in the United States ages, it is vital that we recognize the importance of effectively relating to older clients, patients and consumers.

Prerequisite:
None

Student Learning Outcomes:
Upon completion of this course, the student should be:
- describe the psychopathology of aging,
- examine Age-change theories,
- distinguish the differences between myths and the realities of aging,
- understand cognitive dimensions and effective interventions,
- discuss the challenges and supports related to work and retirement,
- address the issues of death and dying with clients and their families,
- identify family relationships and social service systems as challenges and supports for aging adults,
- recognize symptoms related to possible elder abuse and reporting requirements,
- able to identify various life transitions,
- use specific strategies to assist participants in transition,
- explain the impact of poverty and inequality on the aging.

Required Text:
The Psychology of Aging, Theory, Research, and Interventions: Janet Belsky, Third Edition

Recommended Text:
Annual Editions: Aging, Edited by Elaina F. Osterbur, Twenty-Seventh Edition

Grading:
All students will begin the course with 1000 points.
See class schedule for grade point requirements

Final Project:
Students will be expected to visit three assisted living, retirement, or Alzheimer care facilities in Douglas County. In addition, students will interview a senior in their community and write a paper based on the guidelines provided by the instructor and presented to the class.

Methods of Instruction:
Lecture, classroom discussion, small groups, skill practice, video, and quizzes

Course Requirements
Attend all sessions, actively participate in discussions, contribute to small group process and complete all assignments including the final project.

**Student Expectations:**

Approximately two hours per week of reading, study, and preparation outside of class is recommended for students to complete assignments.

- Homework assignments are due as scheduled on class outline. Homework will not be accepted after one week past the due date.
- **Students are expected to make contact via e-mail (as found on the class outline), text or telephone with the instructor when unable to attend class or complete assignments.**

- Specific instructions on assignments and projects will be discussed in class.
- Each student is expected to complete each assignment (including take home quizzes) independently unless assigned to group work.
- Class discussions and activities are a significant part of your grade. **Attendance, therefore, is important.** Students who miss a discussion or activity may have an opportunity to complete make-up assignment. No more than two missed classes will be accommodated by make up assignments. Make up assignments will receive no more than ½ credit for the discussion missed.
- All students lacking in academic integrity will receive a zero (0) for the assignment and possibly for the course.

**College Policies**

College-wide policies are stated in the Umpqua Community College Catalogue and include enrollment limitations, student rights, cancellation of classes, affirmative action, drug and alcohol policy, alcohol and other drug free environment, sexual harassment policy, campus security policy, student right to know statement and statistics, student rights and responsibilities, academic integrity, student appeals, grievance procedure and disciplinary procedure. The catalogue is available on the internet at [http://www.umpqua.cc.or.us](http://www.umpqua.cc.or.us) and click catalog/schedule

**Student Academic Integrity**

Umpqua Community College is committed to providing students with a quality education that upholds high academic standards; the academic integrity of each student is valued. Academic integrity means academic honesty or the ethical adherence to guidelines set by individual instructors and the college. The academic integrity of each student is crucial not only to that individual student’s quality of education but to the academic reputation of UCC as a whole. Academic dishonesty jeopardizes individual students and the educational mission of UCC. Therefore, UCC has a zero tolerance policy regarding all forms of academic dishonesty.

For more information regarding possible violations, penalties, and procedures see the UCC catalog, available on the internet at [http://www.umpqua.cc.or.us](http://www.umpqua.cc.or.us) and click catalog/schedule

**Disability Accommodation Statement**

Any student who feels he or she may need an accommodation for any type of disability, please
Non-Discrimination Statement
It is the policy of Umpqua Community College and their Board that there will be no discrimination or harassment on the grounds of sex, race, color, marital status, sexual orientation, religion, national origin, age, or disability in any educational program, activity, or employment. Persons having questions about equal opportunity and non-discrimination should contact the Vice President for Student Development at the Campus Center—Student Development Phone (541) 440-4677 or TDD

Class Schedule
Spring 2016

Session #1 April 6, 2015
Class overview
Discussion Question: Living into an “A”
Motivation and Change
Motivational Interviewing Practices
Discussion: The People and the Field (p.3-25)
Homework: Read: Pages 26-46
Write (type) a response to the following:
“Compare and contrast Erikson, Jung, and Baltes’s theories on aging”

Session #2 April 13
Review homework
Review: p. 47-61
Discuss: P. 63-95 (small group)
Homework: Read: P. 99-129
Write (type) a response to the following:
“Describe the common sensory and motor functions that may be present in the elderly. What intervention strategies can increase social functioning opportunities for elders who may be experiencing these challenges?”

Session #3 April 20
Review homework
Review: P. 131-164 (small group)
Homework: Internet research: Identify current resources that are not mentioned in the Chapter 5? How are resources different today from when this chapter was written? Be sure to address both pro’s and cons.

Session #4 April 27
Review Homework (small group)
Review: p. 165-193
Homework: Write (type) a responses to:
“How can the Human Service Worker implement the interventions described on p. 190-192”
Take home Quiz

Session #5 May 4
Review Quiz and homework
Review: p. 195-223
Homework: Write (type) a response to the following: 1. Describe the similarities and differences between Dementia and Alzheimer’s Disease 2. Using the text as a guide, how would you design an effective dementia day care environment?

Session #6 May 11
Review homework
Review: p. 227-259 (small group)
Homework: Read P. 261-291
Write (type) a response to the following:
Describe, in your own words, the most effective interventions identified on p. 283-288
Instructor: Pauline Martel, BA CPS
Office Hours: To be arranged
Contact information: (541) 672-2691  Emergency (541) 643-1784 (text or e-mail is best)
paulinem@adapt-or.org  FOR SPEEDY E-MAIL CONTACT ONLY THIS ADDRESS

Session #7 May 18
Review homework
Review: Review p. 293-327
Homework: Interview an elder in your family or community about one or two of the issues identified in Chapter 10
Take home quiz

Session #8 May 25
Review Quiz and homework
Review: p. 329-363
Homework: Write (type) a brief reflection paper on how Chapter 11 impacted you

Session #9 June 1
Review homework
Review: p. 367-395
Homework: Internet research: Read an article by Elizabeth Kubler Ross on Death and Dying and compare with chapter 12 information.
In class quiz

Session #10 June 8
Presentations

Session #11 June 15
Presentations

Grading:
Class Participation/exercise completion 550 pts  900-1000 = A
Case Presentation 150 pts  800- 899 = B
Quizzes (3 @ 100 pts. ea.) 300 pts  700- 899 = C

As you can see, attendance is critical to your grade. Chapter reviews and exercise completion in the classroom reduces the amount of time that is required to read the chapters and complete all the exercises that follow. The course work has been revised in this way to facilitate your learning and provide more opportunities for skill building practice.

Please make every effort to be present for all sessions, arrive on time and ready to work. We have much to do in a small amount of time.

It is understood that illness and family emergencies do occur. As a result, when you notify the instructor ahead of time, you may be given a make-up assignment to maintain no more than half of your class participation points.
Basic Information
Name of Course Revision Contact: Scott Leonard
Date: 9/29/15
Contact Title: PE Instructor
Department: HHP
Course Number: PE 185 MA, PE 185 MB, PE 185 MC
Course Title: Martial Arts A, B, C

Course Revision Information

Type of change
_X_ Revision
__ Reactivation
__ Deletion

Date, Year, and Term of Proposed Revision: Winter, 2016

Parent Program:

Course Revision Description and Justification
Please give as many details as possible about the revision, including justification for the change.
Martial Arts encompasses so many meanings. We are switching to a Self-Defense title, which
will attract a whole new group of students.

Course Revision Impacts - select all that apply

__ Instructional costs (staff, materials, equipment, or facilities) required.
__ Additional instructional costs (staff, materials, equipment, or facilities) are needed.
__ Impact to other divisions in terms of classes and staffing
__ Other:

Description of Impact
If your revision will have one of the impacts listed above, please describe...
List current information and proposed changes

<table>
<thead>
<tr>
<th></th>
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<td>Letter or Pass/Fail</td>
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<tr>
<td>Load Factor</td>
<td>2.1</td>
<td>Load Factor</td>
<td>same</td>
</tr>
</tbody>
</table>

Additional Documentation

Please check additional forms or documentation you have submitted to Curriculum Committee.

__ Course Outline - required
__ Other:
REQUIRED TEXT/MATERIALS: None

OUTLINE: [Topics taught by week 1-10.]

Week 1- Orientation, stretches, basic stances
Week 2- Hand strikes and kicks
Week 3- Blocks, evasions and movement
Week 4- Reflex and focus drills
Week 5- Technique combinations
Week 6- Forms
Week 7- Restraints
Week 8- Grappling
Week 9- Real-time defense training
Week 10- Review and advanced techniques
Please enter your information for the program revision you are proposing below. Your careful attention to the completion of all fields is appreciated. If you are unsure about how to enter something, please contact your Department Chair or Dean.

**Basic Information**

*Name of Program Revision Contact:* Toni Clough  
*Contact Title:* Business Instructor  
*Department:* Business Department

**Program Revision Information**

*Date, Year, and Term of Proposed Revision:* June 20, 2016; summer term  
*Program Title:* Marketing AAS

**Revision Type - select all that apply**

- ___ Credits  
- ___ Title  
- ___ Summary  
- ___ Outcomes  
- ___ Repackage for a new area of concentration or certificate within existing program.  
- ___ Other: *(please describe)*

**Revised Outcomes *(if needed)***

**Revision Description and Justification**

*Please give as many details as possible about the revision, including justification for the change.*  
This revision is designed to make the existing 8-course statewide Retail Management Certificate (RMC) fully contained within the Marketing AAS. Creating this pathway will give RMC students an option to continue their education at the associate’s level at UCC. It also will give Marketing students the chance to earn an industry-recognized credential from the Western Association of Food Chains. Also remove BA206 Management Fundamentals as a Recommended Elective as it will be embedded in the program with the proposed changes.

**Program Impacts - select all that apply**

- ___ Instructional costs (staff, materials, equipment, or facilities) required.  
- ___ Additional instructional costs (staff, materials, equipment, or facilities) are needed.  
- ___ Impact to other divisions in terms of classes and staffing  
- ___ Other:
Please list changes to program course listing below.

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<tr>
<td>BA101</td>
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<tr>
<td>BA106A</td>
<td>Business Leadership I</td>
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<tr>
<td>BA165</td>
<td>Customer Service</td>
</tr>
<tr>
<td></td>
<td>Human Relations Approved List page 72 of 2015 catalog</td>
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<tr>
<td>WR121</td>
<td>English Composition: Intro to Argument</td>
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<tr>
<td>BA180</td>
<td>Business Mathematics I</td>
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<td>SP111</td>
<td>Fundamentals of Public Speaking</td>
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<td>English Composition: Style and Argument</td>
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<td>BA181</td>
<td>Business Mathematics II</td>
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<td>Business Leadership III</td>
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<td>BA226</td>
<td>Business Law</td>
</tr>
<tr>
<td>BA223</td>
<td>Principles of Marketing</td>
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<tr>
<td>SDP109</td>
<td>Elements of Supervision</td>
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<tr>
<td>CIS195</td>
<td>Authoring for the World Wide Web I</td>
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NOTE: Retail Management students must take BA206
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<td>BA231</td>
<td>Computers in Business</td>
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<tr>
<td>BA238</td>
<td>Professional Selling</td>
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<td>BA211 or BA233</td>
<td>Principles of Accounting I or Accounting for Managers</td>
<td>3 Or 4</td>
<td>BA211 or BA233</td>
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<td>Note: Retail Management students must take BA233</td>
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<td>BA249</td>
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<td>CWE Marketing</td>
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<td>CWE162</td>
<td>CWE Seminar II</td>
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<td>ECON115</td>
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<td>WR227</td>
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<td>Total credits for Program</td>
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Additional Documentation

Please check additional forms or documentation you have submitted to Curriculum Committee.

_x_ Curriculum Revision Form
__ Start-Up and First Year Budget
__ Other:
Please enter your information for the program revision you are proposing below. Your careful attention to the completion of all fields is appreciated. If you are unsure about how to enter something, please contact your Department Chair or Dean.

**Basic Information**
Name of Program Revision Contact: Tamra Samson  
Contact Title: Tamra Samson  
Department: Nursing

**Program Revision Information**
Date, Year, and Term of Proposed Revision: Next application January 2016  
Program Title: Registered Nursing Program

**Revision Type - select all that apply**
- __ Credits  
- __ Title  
- __ Summary  
- __ Outcomes  
- __ Curriculum  
- __ Suspension  
- __ Reactivate  
- __ Delete  
- __ Repackage for a new area of concentration or certificate within existing program.  
- __ Other: (please describe) restructuring where a course should be taken

**Revised Outcomes (if needed)**
Students accepted into the nursing program will be required to have Genetics completed before the September start date of the nursing program.

**Revision Description and Justification**
Please give as many details as possible about the revision, including justification for the change.

**Program Impacts - select all that apply**
- __ Instructional costs (staff, materials, equipment, or facilities) required.  
- __ Additional instructional costs (staff, materials, equipment, or facilities) are needed.  
- __ Impact to other divisions in terms of classes and staffing  
- __ Other: change in credit structuring
Please list changes to program course listing below.

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
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</tbody>
</table>

**Additional Documentation**

*Please check additional forms or documentation you have submitted to Curriculum Committee.*

- [x] Curriculum Revision Form
- [ ] Start-Up and First Year Budget
- [ ] Other:
REGISTERED NURSING

ASSOCIATE OF APPLIED SCIENCE: REGISTERED NURSING - MINIMUM 105 CREDITS

1. REQUIREMENTS

2. GRADUATION REQUIREMENTS

Students are eligible to be considered for admission to the nursing program after completing 90 credit hours of courses from the required prerequisite coursework listed below. The 90 credits must include BI 231 Anatomical and Physiological Science, either BI 360 (or higher) or placement into BI 360 (or higher) by the application deadline.

1. All required prerequisite courses must be completed with a minimum prerequisite GPA of 2.00 or higher.

2. Required Prerequisite Courses:
   - BI 231 Human Anatomy & Physiology I
   - BI 232 Human Anatomy & Physiology II
   - BI 233 Human Anatomy & Physiology III
   - BI 334 Microbiology
   - MT 155 College Algebra (or above)
   - MT 255 Calculus I
   - MT 155 College Algebra (or above)
   - MT 255 Calculus I

   Any college level 300 or 400 - rubric course to complete any Psychology and two Arts & Letters and/or Social Science electives
   - UR 101 Understanding Family Development
   - UR 112 Social Environmental Psychology
   - UR 227 Technical Writing
   - UR 221 English Composition: Style and Argument
   - UR 227 Technical Writing
   - UR 221 English Composition: Style and Argument

3. Minimum Required Prerequisite Grade Equivalents

   All required prerequisite courses must be completed before starting the Nursing (NUR) courses.

   Drug Screening:

   All nursing students will pass a drug screening test at the time of admission to the Nursing Program and are subject to random drug screening throughout the program. Failure to submit to a random drug screening or having a positive drug screen will result in a failure for the OSC Student Code of Conduct (C 21-5). The cost is covered by the student.

   Background Checks:

   All accepted nursing students will be required to undergo a background check as part of their acceptance into the program. Individuals with a criminal record may not be allowed into a healthcare facility as a student. Information pertaining to background checks and drug policy for criminal records can be found at the OSC.

   CPR-BLS:

   Students are required to meet the National Registry of Certified Medical Assistants (NREMT-EM) certification for all courses within the nursing program. The program is required to meet all admission and retention criteria established by the Oregon Health Sciences University School of Nursing (OHSU). Students who do not meet these criteria will be required to take a drug and alcohol counseling test. Contact the OHSU for more information.
ASSOCIATE OF APPLIED SCIENCE — Registered Nursing

Minimum 65 Credits — Recommended Sequence for Students (Students should see an advisor to customize their educational plan)

YEAR ONE

**Fall**
- Introduction to Genetics
  - BI 222 3 cr
  - BI 223 3 cr

- Foundations of Nursing — Health Promotion (see note)
  - NRS 110 3 cr

**Winter**
- Foundations of Nursing in Chronic Illnesses
  - NRS 111 6 cr

- Clinical Pharmacology
  - NRS 231 3 cr

- Pathophysiological Processes I
  - NRS 232 3 cr

**Spring**
- Foundations of Nursing in Acute Care I
  - NRS 112 6 cr

- Clinical Pharmacology II
  - NRS 231 3 cr

- Pathophysiological Processes II
  - NRS 232 3 cr

**Summer**
- For Advanced Placement Students
  - LPN Transition to DORR
  - NRS 115 6 cr

TOTAL FIRST YEAR CREDITS 36

YEAR TWO

**Fall**
- Nursing in Chronic Illnesses II and End-of-Life
  - NRS 233 6 cr

- Clinical Pharmacology III
  - NRS 234 3 cr

- Pathophysiological Processes III
  - NRS 235 3 cr

**Winter**
- Nursing in Acute Care II
  - NRS 236 6 cr

- BSN only — Approved humanitarians, social or natural science electives
  - For Approved LSB pg. 44-45
  - OR MTH 243 (trans. as BI 3)
  - 3 cr

**Spring**
- Scope of Practice and Professionalism
  - NRS 237 6 cr

- BSN only — Approved humanitarians, social or natural science electives
  - For Approved LSB pg. 44-45
  - OR MTH 243 (trans. as BI 3)
  - 3 cr

TOTAL SECOND YEAR CREDITS 27

NOTES

1. MTH 111 OR college level math placement into MTH 112 is required for BI 223 and BI 224. Math must be completed to be eligible to apply.
2. To be admitted into NRS 111, student must complete all required preparatory and pre-requisite courses and be accepted into the Nursing program.
3. BI 222 and other general education courses must be completed by the end of the first year to progress in second year nursing courses.
4. Students who plan to continue through the BSN must be aware that to earn the baccalaureate degree, they must have two years of the same high school level World Language, or two years of the same college level foreign language, or a Language Proficiency Exam (CLEP) World Language Exam with an equivalent course.
5. Students planning for a bachelor’s degree are encouraged to contact a career counselor to determine course requirements for the program.
6. Students must complete at least one year of a World Language.

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CAREER & TECHNICAL EDUCATION 183
Please enter your information for the program revision you are proposing below. Your careful attention to the completion of all fields is appreciated. If you are unsure about how to enter something, please contact your Department Chair or Dean.

**Basic Information**

Name of Program Revision Contact: Tamra Samson  
Contact Title: Chair of Nursing/Director  
Department: Nursing

**Program Revision Information**

Date, Year, and Term of Proposed Revision: Next application 2015  
Program Title: Practical Nursing Program

**Revision Type - select all that apply**

x__ Credits  
__ Title  
_x__ Summary  
__ Outcomes  
_x__ Curriculum  
__ Suspension  
__ Reactivate  
__ Delete  
__ Repackage for a new area of concentration or certificate within existing program.  
_x__ Other: (please describe) adjustment to catalog language to include: GPA of 3.0, application dates, prerequisites, and math 95

**Revised Outcomes (If needed)**

Students applying for and being accepted into the practical nursing program will be prepared for bridging into the Registered Nursing Program.

**Revision Description and Justification**

Please give as many details as possible about the revision, including justification for the change.  
Students are required to take Anatomy and Physiology yet are not required to take Chemistry to apply for the practical nursing program. Chemistry is a prerequisite to Anatomy and Physiology. Students will be required to have a GPA of 3.0 to apply. Students will be required to have a minimum of MTH 95 to apply to the Practical Nursing program. Catalog language also suggests an application deadline for winter entry and the program now has a fall start date and a January application date.

**Program Impacts - select all that apply**

__ Instructional costs (staff, materials, equipment, or facilities) required.  
__ Additional instructional costs (staff, materials, equipment, or facilities) are needed.  
__ Impact to other divisions in terms of classes and staffing  
_x__ Other: students are required to take a higher math course for entry into the practical nursing program
Please list changes to program course listing below.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 112 or CH 104</td>
<td>Introduction to Chemistry</td>
<td>4 or 5</td>
<td>CH 112 or CH 104</td>
<td>Remove language suggesting the need for chemistry to apply to the practical nursing program</td>
<td>4 or 5</td>
</tr>
<tr>
<td>MTH 065</td>
<td>Elementary Algebra</td>
<td>4</td>
<td>MTH 095</td>
<td>Intermediate Algebra</td>
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</tr>
</tbody>
</table>
### Additional Documentation

*Please check additional forms or documentation you have submitted to Curriculum Committee.*

- __x__ Curriculum Revision Form
- __ Start-Up and First Year Budget
- __x__ Other: UCC Course Catalog 2015-2016
PRACTICAL NURSING
CERTIFICATE: PRACTICAL NURSING — MINIMUM 56 CREDITS

CAREER DESCRIPTION
The Practical Nursing program prepares the graduate to care for a diversified group of patients in various settings including long term care, hospital, outpatient clinics, correctional facilities, and home health care. Upon completion of the program, the graduate is granted a certificate in Practical Nursing and will be qualified to take the NCLEX-RN Examination for licensure as a Practical Nurse.

PROGRAM OUTCOMES
This program curriculum will prepare students for the ever-changing field of practical nursing within a variety of health care settings. The program focuses on the practical nursing role of providing care under the supervision of a registered nurse, physician, or dentist in acute, long-term care, and other health care settings. At the completion of the program, students should be able to:

- Demonstrate a personal commitment to service and the profession of nursing.
- Demonstrate ethical and legal behavior in nursing practice.
- Apply logic and problem-solving skills when implementing the plan of care.
- Provide culturally sensitive care across the lifespan to individuals within a diverse society.
- Apply established principles of health promotion and preventive health care.
- Use communication and information technology.
- Provide culturally competent care through established standards and practice guidelines.
- Use clear and effective therapeutic communications with clients, families, members of the health care team, and others.
- Function as a member of the health care team.

ENTRY REQUIREMENTS
Program admission occurs once a year in full term. The application process begins in July of each calendar year with the deadline for submission of applications around Aug. 1. Students are eligible to be considered for admission to the nursing program after completing the required prerequisite courses listed below:

- CH 114 Introduction to Chemistry 6 cr
- CH 112 Chemistry 5 cr
- BI 211 *Human Anatomy & Physiology I 4 cr
- BI 221 *Human Anatomy & Physiology II 4 cr
- BI 223 *Human Anatomy & Physiology II 4 cr
- MTH 065 Elementary Algebra or higher 4 cr
- WR 121 English Composition I A to B 4 cr

*Human Anatomy & Physiology must be completed within last five (5) years.

In addition to coursework, students are required to hold a current Oregon Nursing Certificate (ONC) and have completed the nursing assistant course (ONC-055) at the school.

Drug Screening:
All nursing students must successfully pass a drug screening test at the time of admission into the Practical Nursing program and are subject to random drug screening throughout the program. Failure to subject to a random drug screening or having a positive drug screen will result in removal for the ONC Student Code of Conduct (721.3). The test is covered by student fees.

Background Check:
All accepted nursing students will be required to undergo a background check prior to entering the program. Individuals with a criminal record may not be allowed into a healthcare facility as a student. Information pertaining to background checks and disqualifying crimes can be found at the Oregon State Board of Nursing (OSBN) website: http://www.oregon.gov/osbn/forms/ or Department of Human Services (DHS) website: http://www.oregon.gov/dhs/olc/olc_2013_01.pdf

Because it is not possible to meet the objectives of the program without having clinical experience, anyone with a positive criminal or a background may not be eligible for acceptance into the nursing program. This program is required to deny admission or continuation in the nursing program to any nursing student whose background poses a threat to an individual, the college, the nursing profession, or the community.

Immunization Status and Completion of Health History:
All accepted students will be required to provide evidence of current immunization status and a completed health history and physical exam, including opensite lab tests and a hearing screening evaluation.

CPR-BLS:
Show proof of current healthcare provider CPR card that includes adult, child, and infant CPR & AED.

GRADUATION REQUIREMENTS
These requirements apply only to nursing students admitted to the program during the current academic year. Students must complete all courses on this advising guide with a grade of C or better in order to complete the program, receive their certificate, and meet the educational requirements to apply to take the national licensure exam (NCLEX-RN). The OSBN reviews all applications for licensure and may deny licensure to or place on probation applicants with convictions for certain crimes. Licensure applicants with a history of chemical dependence will be required to have a drug and alcohol counselor assessment. Contact the OSBN with any questions.
CERTIFICATE — Practical Nursing

Minimum 56 Credits — Required Sequence for Students. Students should see an advisor to customize her educational plan.

**Fall**
- Introduction to Practical Nursing
  - PN 101 9 cr

**Winter**
- Foundations of Practical Nursing I
  - PN 102 9 cr

**Spring**
- Foundations of Practical Nursing II
  - PN 103 9 cr

**Credits** 27

**NOTES**
- Select the following courses applies
- Please see an advisor for a degree planning marketed for this program.
- All courses requiring grades of C or better.

- Human Anatomy & Physiology must be completed within ten (10) years.

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CAREER & TECHNICAL EDUCATION 181